



Dr. Christine Craddock is an Assistant Professor at Delaware State University where she is the Middle-Level Program Coordinator. She has experience teaching undergraduate and graduate level coursework in Literacy, Mathematics, ESOL, Research Methods, and Teacher Education. She was formerly a public high school mathematics educator for 10 years and holds an MA in English with a focus in TESOL and an EdD in Curriculum and Instruction with a focus in literacy. Her research interests include intersections of mathematics education, culturally relevant pedagogy, critical and disciplinary literacies, and multimodality. This includes partnering with a former colleague at Augusta University through a grant funded project called "Get Fit! With Math and Lit," a free physical activity program providing equitable access for underrepresented urban youth to content literacy and holistic health development.

She served multiple years on the editorial board for Journal of Adolescent and Adult Literacy. Some of her articles and book chapter publications can be found in The Dissertation in Practice, Journal of Adolescent and Adult Literacy, Georgia Journal of Literacy, Journal of Teacher Action Research, Current Issues in Middle Level Education, Journal of Youth Development, Strategies: A Journal for Physical and Sport Educators, and Journal of Physical Education, Recreation, and Dance.

### Curriculum Vitae

Christine Lee Craddock  
 1200 N Dupont Highway  
 Dover, DE 19901  
 (302) 857-6578  
 ccraddock@desu.edu

#### Academic Degrees and Certifications

Ed.D. Salisbury University. Major: Curriculum and Instruction	2018
<i>Concentration:</i> Literacy	
ESOL Certification	2013
M.A. Salisbury University. Major: English	2013
<i>Concentration:</i> Teaching English to Speakers of Other Languages	
Secondary Mathematics Certification	2011
B.S. Salisbury University. Major: Mathematics, Minor: Spanish.	2011
<i>Concentration:</i> Secondary Education. ( <i>Summa Cum Laude</i> )	

## Teaching Experience

Assistant Professor, Delaware State University

Since 2024

### Courses taught:

#### Philosophical Foundations of Education

The course addresses philosophies and theories of great educators. Schools as institutions, issues affecting teachers, and characteristics of learners are treated in depth. Current topics related to the teaching profession and the roles of teachers in society are discussed.

#### The Middle Years

The course explores the development of the student in the academic, physical, social, and emotional realms as it relates to the teaching/learning environment since Middle level education is viewed as a transition period for young adolescents.

#### Effective Teaching Strategies and Classroom Management

The course addresses effective teaching skills and classroom management and is designed to provide basic pedagogical tools and conceptual frames necessary for effective teaching that results in productive learning. Current research in classroom discipline, motivation, interpersonal relationships, and academic performance is highlighted throughout the course. Attention is devoted to diversity, socioeconomic, and cultural factors that impact classroom management.

#### Methods of Teaching Mathematics

This course examines current trends in teaching Mathematics at the Elementary and Middle school levels, and to make use of current research on teaching special student populations, students of diverse backgrounds, and students with different learning styles in developing relevant teaching strategies.

#### Introduction to Education

The course serves as a fundamental exploration into the dynamic and diverse field of education. It is designed to equip students with a foundational understanding of the critical concepts, principles, and complexities that shape the educational landscape. It is a gateway to fostering informed perspectives on curriculum, instruction, assessment, equity, the structural underpinnings of education, personal and core values, bias awareness, identity markers, and digital citizenship.

#### Curriculum and Instruction in Middle Level Education

The course is designed to give students the curriculum and instructional strategies needed for effective teaching and learning in the middle grades. The major topics studied are the core curriculum, integration of curriculum and instruction, grouping of students, interdisciplinary teams and units, co-curricular activities, and assessment.

#### Introduction to Teaching, Learning, and Family Involvement in Middle School

The course is an introductory course on writing and delivering effective lessons using the latest research-based strategies as well as strategies for involving families in the education of their middle school students. Students will learn components of teaching and effective lessons and will be prepared to teach two lessons to middle school students. It also provides an introduction to managing a middle-level classroom. Students will investigate and learn strategies for increasing family and community involvement.

Assistant Professor, Augusta University

2021-2024

### Graduate Courses (taught fully online):

#### ESOL: Cultural Issues and Ethics

In this course MEd and EdS (Education Specialist) students explore how teachers and school communities can effectively provide and support the meaningful American school experiences of ESOL students and their families while discussing the role and power of English language in the globalized era. Through the examination of personal narratives, theories, empirical research, and policy documents, students seek holistic understanding of identity, cultural, social, legal, and political issues surrounding ESOL students.

## Theory into Practice I

In this course MEd students are exposed as practicing teachers to various types of current educational research, critical analysis of research evidence, reflective practices, and concept application.

## Theory into Practice II

In this course MEd students are guided through active reflection of concepts learned throughout the MEd program with consideration given to application in the classroom

## Differentiation and Assessment

In this course MAT students examine current trends and proven practices in educational assessment. They evaluate a variety of approaches recommended for both traditional and alternative approaches to assessment of student achievement.

## Best Practices in Math Education

In this course MAT students focus on mathematics as a conceptual approach enabling children to acquire clear and stable concepts by constructing meanings in the context of physical situations and allows mathematical abstractions to emerge from empirical experiences. They integrate knowledge of mathematics, learning, pedagogy, students, and assessment, and apply that knowledge to teaching mathematics in grades Pre-K through 5.

## Undergraduate Courses:

### Middle Grades Integrated Reading to Learn

In this course Middle Grades candidates develop strategies to effectively engage middle grade students in reading across content areas. They develop approaches which emphasize reading as a means to learn and develop strategies to enable students to deal with reading deficiencies and other challenges.

### Assessment and Differentiation in the Middle Grades

In this course Middle Grades candidates examine principles and strategies of effective classroom assessment techniques as well as methods for using assessment to inform instruction in a differentiated middle grades classroom setting. A special focus is placed on meeting the needs of the diverse learners found in today's schools.

### The Secondary School Student: Implications for Curriculum, Instruction and Assessment

In this course Secondary candidates use knowledge bases derived from research and learning theory relevant to adolescents to study the characteristics of secondary learners and principles of educational psychology. They also examine multiculturalism and special needs while exploring implications for curriculum, instruction, and assessment.

### The Secondary School Context and Curriculum

In this course Secondary candidates examine current research, practices, and issues in content area instruction. They synthesize these findings and determine implications for curriculum and instruction in their specific content areas.

### Elementary Math Education

In this course Elementary candidates focus on mathematics as a conceptual approach enabling children to acquire clear and stable concepts by constructing meanings in the context of physical situations and allows mathematical abstractions to emerge from empirical experiences. They integrate knowledge of mathematics, learning, pedagogy, students, and assessment, and apply that knowledge to teaching mathematics in grades Pre-K through 5.

Adjunct Instructor, Undergraduate/Graduate Course Salisbury University 2020

### Spring & Fall Courses: Teaching Reading in the Content Areas Part I

Adjunct Instructor, Undergraduate/Graduate Course Salisbury University 2016

### Fall Course: Teaching Reading in the Content Areas Part II

Teaching Assistant, Doctoral Course Salisbury University	2017
<u>Course:</u> Strategies for Inquiry I: Quantitative Methods	
Content Coach, Graduate Course Salisbury University	Summers 2013-2015
<u>Course:</u> STEM Structures for ELLs	
Mathematics Teacher, James M. Bennett High School	2011-2021
<u>Courses:</u> AP Calculus, Algebra I, Algebra II, Geometry	
College Mathematics Tutor, Salisbury University	2009-2010

**Second Language**—Spanish (moderate conversational fluency)

**Scholarship and Research** (previous last name Taylor)

Grants

VanDeusen, E., Pinkerton, B. & **Craddock, C.** Get fit! With math and lit. Children’s Hospital Association – \$2000 – September. 2023.

Peer Reviewed Publications

McFadden, J. & **Craddock, C.** *Preparing Educators for Complexity and Change: Resilient Pedagogies, Digital Innovation, and Ethical Futures*, A. Pelafique (Ed.), Chapter 1: Embracing multiple modalities while holding space for productive struggle: Examining unexpected benefits from the pandemic pivot on teacher education. February. 2026.

Cosme-Ayala, A., Pinkerton, B., **Craddock, C.** Confidence in motion: How physical activity, culture, and literacy build youth self-efficacy. Published in International Journal *Journal of Physical Education and Sport Pedagogy*, November. 2025

**Craddock, C.** Oh, my gosh—I’ve been doing this all my life! Empowering and equipping teacher candidates through and toward multimodal pedagogy. Published in International Journal *Journal of Language and Literacy Education*, May. 2025.

Mines, E., **Craddock, C.**, Pinkerton, B. The fidelity of implementing TPSR and culturally relevant pedagogy through physical activity in educational contexts. Published in International Journal *Journal of Physical Education and Sport Pedagogy*, November. 2024.

Pinkerton, B. **Craddock, C.** Newfound belonging: Reimagining holistic youth development through culturally relevant pedagogy with physical activity and multimodal literacies. Published in National Journal *Journal of Youth Development*, September. 2024.

Pinkerton, B. & **Craddock, C.** Get Fit! with Math and Lit: Pedagogical implications for a newly developed physical activity program. Published in National Journal *JOPERD*, September. 2024.

Pinkerton, B. & **Craddock, C.** A mindful harmony of multimodal literacies. Published in National Journal *Strategies*, March. 2024.

**Craddock, C.** & Pinkerton, B. Get Fit! with Math and Lit: A pilot Program of physical activity, mathematics, and literacy with middle grades students through culturally relevant pedagogy. Published in National Journal *CIMLE*, August. 2023.

**Craddock, C.** Multimodal literacies in elementary teacher education: Facilitating culturally relevant pedagogy with mathematics. Published in State Journal *Georgia Journal of Literacy*, November. 2023.

**Craddock, C.** & Pettit, S.K. Never too old for a field trip: Exploring community assets for middle grades literacy integration. Published in National Journal *Current Issues in Middle Level Education, CIMLE*, September. 2023.

**Craddock, C.** "I thought MATH was Mental Abuse To Humans: Reframing student engagement with mathematical literacies. Published in International Journal *Journal of Teacher Action Research, J TAR*, August. 2022.

**Taylor, C.** Proving in Geometry: A sociocultural approach to constructing mathematical arguments through multimodal literacies. Feature Article published in International Journal *Journal of Adolescent and Adult Literacy, JAAL*, August. 2018.

#### **Invited Book Chapter**

Finch, M., Camillo, C., Franzak, J., Reid, M., **Craddock, C.**, Wivell, R., Everson, K., Hemmer, L., Torres, K., Tamim, S. (Eds.), Chapter 16: Process Issues. May. 2023.

#### **Intra-collegiate Publication**

**Craddock, C.** I learned that I can make nothing into something: Community exploration and experiential field trips for teacher candidates. Published in *DSU Center for Teaching and Learning Newsletter*, October. 2025.

#### **Book Editing in Progress**

Pettit, S., **Craddock, C.**, & Christoff, A. *Teaching Diverse Middle Level Students: Inclusive Vision and Equitable Practices*. Anticipated publication 2027.

#### **Accepted Manuscript in Editing**

**Craddock, C.** & Pinkerton, B. They let us play games, but they also let us work: Reframing multiple literacies through culturally relevant pedagogy with multimodality. Submitted to *SREB Journal of Education Practices and Trends*, Accepted January. 2026.

#### **Manuscripts in Review**

**Craddock, C.**, Juergensen, R., Rouser, S., Ryan, M., & Lee, D. Collaborative curriculum design for culturally and historically responsive education: implications from initial program evaluation. Submitted to National Journal *Current Issues in Middle Level Education*, October. 2025.

**Craddock, C.** & Pinkerton, B. I feel like my kids are always up and doing something that's loud: A holistic framework for integrating culturally responsive literacies and physical activity into elementary classrooms. Submitted to *Journal of Youth Development*, January. 2026.

### Manuscript in Progress

Juergensen, R. & **Craddock, C.** Using a historically responsive literacy framework in teacher education preparation at historically black colleges and universities. In preparation for *The New Educator*. 2026.

### Peer-reviewed Presentations

**Craddock, C.** (2026). Culturally responsive content literacy: Engaging students with disciplinary literacy and vocabulary instruction through multimodal movement. Presentation at *CharterCon26* in Dover, DE, March 2026.

**Craddock, C.** & Juergensen, R. (2026). Collaborative curriculum design for culturally and historically responsive Education: Implications from initial program evaluation. Roundtable presentation at *Association of Teacher Educators* annual conference in Crystal City, VA, February 2026.

**Craddock, C.** (2025). A kindergarten case study: Facilitating culturally responsive multimodal practices with physical activity, mathematics, and literacy. Roundtable presentation at *Literacy Research Association* annual conference in Las Vegas, NV, December 2025.

**Craddock, C.** & **Pinkerton, B.** (2025). Teacher candidates' use of multimodal content literacy through culturally relevant pedagogy and physical activity. Roundtable presentation at *Association for Middle Level Education* conference in Indianapolis, IN, November 2025.

**Craddock, C.** (2025). Exploring teacher candidates' use of content literacy with culturally responsive pedagogy and multimodality. *Faculty Research Day* at Delaware State University, DE, May 2025.

Juergensen, R., Rouser, S., **Craddock, C.**, Lee, D. (2025). Leveraging the historically responsive literacy framework to assess curriculum. *Assessment Summit* at Delaware State University, DE, May 2025.

**Craddock, C.** (2025). Content literacy and physical activity: A culturally relevant approach with teacher candidates. Roundtable presentation at *Association of Teacher Educators* annual conference in New Orleans, LA, March 2025.

**Craddock, C.** & Pinkerton, B. (2024) Get fit! With math and lit: Facilitating physical activity, mathematics, and literacy with youth through multimodality and culturally relevant pedagogy. Roundtable presentation at *Literacy Research Association* annual conference in Atlanta, GA, December 2024.

Pinkerton, B. & **Craddock, C.** (2024) Mindful harmony of multimodal literacies: A program with evolving models for holistic youth development. Roundtable presentation at *Association for Middle Level Education* conference in Nashville, TN, November 2024.

**Craddock, C.** & Pettit, S. (2024) Never too old for a field trip. Roundtable presentation at *Association for Middle Level Education* conference in Nashville, TN, November 2024.

**Craddock, C.** & Pinkerton, B. (2024) Get fit! With math and lit: Incorporating physical activity into content classrooms. Presentation at *Impacting Student Learning* annual conference in Augusta, GA, March 2024.

**Craddock, C.** (2023) Multimodal literacies in elementary teacher education: Facilitating culturally relevant pedagogy with mathematics. Paper presentation at *Literacy Research Association* annual conference in Atlanta, GA, November 2023.

- Craddock, C. & Pinkerton, B. (2023)** Negotiating physical activity, mathematics, and literacy with youth through multimodality and culturally relevant pedagogy. Roundtable presentation at *Literacy Research Association* annual conference in Atlanta, GA, November 2023.
- Craddock, C. (2023)** Get fit! With math and lit: A pilot program of physical activity, mathematics, and literacy with middle grades students through culturally relevant pedagogy. Roundtable presentation at *Association for Middle Level Education* conference in Fort Washington, MD, November 2023.
- Craddock, C. (2023)** Investigating elementary mathematics teacher candidates' negotiation of multimodal literacies and culturally relevant pedagogy. Paper presentation at *Association of Teacher Educators* conference in Jacksonville, FL, March 2023.
- Taylor, C. (2017)**. Multimodal literacies in a secondary mathematics classroom: A sociocultural approach. Paper presentation at the *Literacy Research Association* annual conference in Tampa Bay, FL, November 2017.
- Taylor, C., McFadden, J., Poist, H., Briggs, F. (2016)** Investigating students' reading capital in a rural literacy learning context. Roundtable discussion at *Literacy Research Association* annual conference in Nashville, TN, November 2016.
- Franzak, J., **Taylor, C.**, Harned, C., & Porter, H. (2016) Constructing literacy capital in rural contexts: A discourse analysis of teachers. Paper presentation at the *American Education Research Association* annual conference in Washington, D.C., April 2016.
- Franzak, J., McFadden, J., **Taylor, C.** (2015) Constructing literacy capital in rural contexts: A discourse analysis of teachers. Paper presentation at the annual *Conference on English Education* in Bronx, NY, June 2015.

### **Professional Development Presentation**

- Craddock, C. & Pinkerton, B. (2024)** Get fit! With math and lit: Incorporating physical activity into mathematics, science, and literacy with 5<sup>th</sup> grade students through culturally relevant pedagogy. Professional learning presentation at *Copeland Elementary School*, in Richmond County, GA, February 2024.

### **Professional Activities**

NCTM Webinar: Math Trajectories	2026
STRONG Professional Development Research Workshop	2026
IMSE Webinar: Mobilizing Families and Communities to Grow Language	2026
DSU PD: Sometimes You Win, Sometimes You Learn	2025
Delaware Math Coalition: Math Equity Conference	2025
Delaware Math Coalition Workshop: Building Thinking Classrooms	2025
UMD SSW Workshop: TEACHing GenZ	2025
IMSE Webinar: Empowering Teens to Reclaim their Reading Journey	2025
AMLE Webinar: Boredom Busters: Back to School Engagement Strategies	2025
NCTM Webinar: Position Students as Learners and Doers of Mathematics Pt. 2	2025

IMSE Webinar: Unlock the Power of AI with Vocabulary	2025
NCTM Webinar: Position Students as Learners and Doers of Mathematics Pt. 1	2025
NCTM Webinar: The Joy of Bringing Notice and Wonder into Your Math Classroom	2025
NCTM Webinar: Making Sense of NAEP: Implications for Math Policy and Practice	2025
AAC&U Webinar: Navigating the AI Revolution	2025
AAC&U Webinar: Writing and Writing Instruction in the Era of AI	2025
AAC&U Webinar: How Colleges are Responding to AI	2025
AAC&U Webinar: The State of AI in Higher Education	2025
Delaware Vision Coalition 2035 Student Equity and Excellence Launch	2025
NCTM Webinar: Building Math and SEL Skills Through Purposeful Play	2025
TopHat Webinar: Cultivating Student Self Worth in the Age of AI	2025
Webinar: Navigating AI Ethics in Education	2025
CTL Workshop: Grant Prospecting—Finding and Writing Good Grants	2025
CTL Workshop: Integrating Experiential Learning Theory	2025
Delaware Math Coalition: Math Equity Conference	2024
TopHat Webinar: Boosting Student Motivation and Mastery in STEM	2024
AI Workshop: Teaching in the Age of AI: Faculty Perspectives	2024
CTL Workshop: Course Evaluations at DSU	2024
CTL Workshop: Assessment at DSU	2024
TopHat Webinar: Unlocking the Power of Belonging	2024
CTL Workshop: Effective Teaching at DSU	2024
NCTM Webinar: Unlocking Mathematical Potential Integrating Equity, EF and CRP	2024
National Science Foundation: Social Sciences Grant Writing Workshops	2024
Academic Community Engagement: Building Community Partnerships Webinar	2024
Professional Education Committee: Implementing Science of Reading Webinar	2024
Book Webinar: Advancing Critical Pedagogy and Practice	2024
Book Webinar: Antiracist Teacher Education: Theory into Practice	2024
SAGE: How to Do Research and Get Published: Methodology Webinar	2024
Writing Across Curriculum: Linguistic Diversity in the Classroom Webinar	2024
GoReact: Adapting Assessments in an Ever-Changing Higher Ed Landscape Webinar	2024
Augusta University: Autism in Youth Seminar	2024
University System of Georgia: AI Webinar Series	2023

Augusta University: Center for Instructional Innovation Online Teaching Webinar Series	2023
National Endowment for Humanities: Grants Webinar	2023
APA: 7 <sup>th</sup> Edition Refresher for Instructors Webinar	2023
Georgia Council Teachers of Mathematics Conference	2022
Words Their Way Training Workshop	2022
Augusta University COEHD Research Mentoring Workshops	2021-2022
Get Augusta Reading Campaign Workshop	2021
Mentor Teacher-Salisbury University Professional Development Schools	2014-2019
Gaining Early Awareness and Readiness for Undergraduate Programs Camps	2016-2019
Philosophy Academy Salisbury University- Communities of Inquiry	2018
Program Co-Coordinator, Character, Community, College & Career Readiness	2015-2016
Wicomico County Common Core Curriculum Development Team	2013-2014
Professional Development ILT Team, James M. Bennett High School	2011-2012
NASA Wallops Rocket Academy for Teachers and Students	2013

### **Service**

Delaware State University CMLA Club Advisor	Since 2025
Delaware State University Education Academic Advisement Committee	Since 2025
Delaware State University Curriculum Committee	Since 2024
Delaware State University Field Experience Committee	Since 2024
Delaware State University Middle Level Advisement	Since 2024
Delaware State University Middle Level Coordinator	Since 2024
Delaware State University Wilmington Learning Collaborative Partner	Since 2024
Augusta University Honors Thesis Research Panels Member	2023-2024
Augusta University Teachers for Tomorrow Club Advisor	2023-2024
Sports Science Journal Ad-Hoc Reviewer	Since 2024
CIMLE Middle Level Journal Ad-Hoc Reviewer	Since 2023
Augusta University GaPSC Foundations of Reading Literacy Task Force	2023-2024
Augusta University Endorsement Coordinator (STEM, ESOL, Reading, PBIS)	2023-2024
Augusta University STEM Endorsement Coordinator	2022-2023
Journal of Adolescent and Adult Literacy Editorial Board Member	2022-2025
Journal of Adolescent and Adult Literacy Ad-Hoc Reviewer	2021-2022

Augusta University Secondary Education Program Advising	2021-2024
Augusta University Teacher Candidate Field Experience Supervision	2021-2024
Augusta University Faculty Rights and Responsibilities Committee	2023-2024
Augusta University Asst. Professor Search Committee	2023 and 2024
Augusta University COEHD Literacy Center Committee	2021-2022
Augusta University Physical Literacy Program Coordinator	2022-2024
Augusta University Impacting Student Learning Conference Volunteer	2021-2023
Augusta University STEAMify Volunteer	Spring 2021
Augusta University COEHD Spotlight/Convocation Events	2021
Lead and organize Fellowship of Christian Athletes bible study	2010-2017
Summer Mission Trip Translator-Peru	2011-2013

### **Professional Organization Memberships**

Association for Middle Level Education (AMLE)	2022- present
Association for Teacher Educators (ATE)	2022, 2025
Literacy Research Association (LRA)	2016-2024
Georgia Council for Teachers of Mathematics (GCTM)	2022-2023
American Education Research Association (AERA)	2016, 2017, 2025, 2026
National Council for Teachers of English (NCTE)	2015-2016
National Council for Teachers of Mathematics (NCTM)	2005-2007

### **Honors and Awards**

COEHD Research Travel Grant- August University	Spring and Fall 2023
Christopher Fund Doctoral Fellowship- Salisbury University	2014-2018
Ed.D. Program Research Travel Award- Salisbury University	2016-2017
Graduate Research and Presentation Grant- Salisbury University	Spring/Fall 2015
Training and Retraining Grades K-12 Eastern Shore Teachers TARGET Grant	2011-2013
Maryland State Department of Education Teacher of Promise	2011