

CURRICULUM VITAE

Xiu Chen Cravens

**Associate Professor of the Practice in Education Policy
Associate Professor in Asian Studies
Associate Dean for International Students & Affairs**

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AREAS OF SPECIALIZATION

The evaluation of educational reform policies that are particularly related to the organizational and cultural contexts of schools in the United States and other countries; the role of school leaders and teacher leaders in a changing policy environment; the impact of communities of practice on instructional improvement; and the conceptual and methodological challenges of cross-cultural transfer and generalization of leadership theories and their applications.

EDUCATION

Ph.D.	Education Policy	Vanderbilt University
Master of Science	Communications	University of Tennessee, Knoxville
Bachelor of Arts	Linguistics	Peking University, Beijing, China

PROFESSIONAL EXPERIENCE

2015 – Present	Associate Professor of the Practice in Education Policy, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
2020 – Present	Associate Professor in Asian Studies (Secondary Appointment), College of Arts and Science, Vanderbilt University
2015 – Present	Director, M.Ed. in International Education and Policy Management, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
2011 – Present	Associate Dean for International Students & Affairs, Peabody College, Vanderbilt University

2012 – 2017	Director, Vanderbilt U.S.-China Center for Education and Culture
2008 – 2016	China Liaison, Vanderbilt International Office/Office of the Provost
2010 – 2015	Assistant Professor of the Practice in Education Policy, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
2008 – 2011	Assistant Dean for International Affairs, Peabody College, Vanderbilt University
2008 – 2010	Research Assistant Professor of Education Policy, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
1998 – 2005	Director, Middle Tennessee Career Center
1994 – 1998	Program Director, Nashville Career Advancement Center
1992 – 1994	Program Director, Refugee Social Services, Catholic Charities of Knoxville

SPONSORED RESEARCH PROJECTS

2014 – 2017	<i>The Development and Implementation of Teacher Peer Excellence Groups: A New iPD Challenge</i> , funded by the Bill & Melinda Gates Foundation, Principal Investigator
2013 – 2014	<i>The Tennessee-Shanghai Leadership Collaborative: Achieving High Academic Performance for All by Developing Teacher Capacity through Shared Instructional Leadership</i> , funded by the Tennessee Department of Education, Co-PI
2009 – 2013	<i>The Development and Validation of Vanderbilt Assessment of Leadership in Education™</i> , Peabody College, funded by the U.S. Department of Education
2006 – 2011	<i>School Leadership in Schools of Choice</i> , National Center on School Choice, funded by the U.S. Department of Education,
2007 – 2008	<i>The Cross-Cultural Fit of Learning-Centered Leadership Framework and Assessment</i> , funded by the Vanderbilt International Office, Principal Investigator

2006 – 2008 *The Development and Validation of Vanderbilt Assessment of Leadership in Education™*, Learning Science Institute at Peabody College, funded by the Wallace Foundation

HONORS AND AFFILIATIONS

2020 Peabody Faculty/Staff Equity, Diversity, & Inclusion Award

2017 – 2018 Blended & Online Learning Design (BOLD) Fellowship, Vanderbilt University

2016 – Present Research Fellow, Education University of Hong Kong

2005 – Present Member, American Educational Research Association

2005 – Present Member, Comparative and International Education Society

2005 – Present Member, University Council for Educational Administration

2005 – 2008 Experimental Education Research Training (ExpERT) Scholarship, Institute of Educational Science, U.S. Department of Education

2008 David L. Clark National Graduate Student Research Scholar, University Council for Educational Administration

2006 Barbara L. Jackson Scholar, University Council for Educational Administration

PROFESSIONAL TRAINING

- American Psychological Association: Qualified Administrator of the Myers-Briggs Type Indicator®
- American Psychological Association: Qualified Administrator of the Strong Interest Inventory®
- Career Planning and Adult Development Network: Certified Job and Career Transition Coach
- International Quality Performance Council: Measuring Return on Investment
- QualPro®: Process Improvement for Service and Administrative Process – Multivariable™ Method; Improving Measurement Systems

PUBLICATIONS

Articles in Academic Journals

- Cravens, X. C. & Hunter, S. (2021). Assessing the impact of collaborative inquiry on teacher performance and effectiveness. *School Effectiveness and School Improvement*. DOI: [10.1080/09243453.2021.1923532](https://doi.org/10.1080/09243453.2021.1923532)
- Cravens, X. C. (2018). School leadership in international schools: Perspectives and practices. *Peabody Journal of Education*, 93(5): 584-588.
- Cai, Y., Bi, Y., Wang, L., Cravens, X. C., & Li, Y. (2018). The construct of teachers' pay satisfaction: A case study of primary and secondary schools in China. *Teachers and Teaching*, 24(4): 431-449, DOI: 10.1080/13540602.2017.1421163
- Cravens, X. C., Drake, T., Goldring, E., & Schuermann, P. (2017). Teacher Peer Excellence Groups (TPEGs): Building communities of practice for instructional improvement. *Journal of Educational Administration*, 55(5): 526-551.
- Cravens, X. C. & Wang, J. (2017). Learning from the masters: Shanghai's teacher-expertise infusion system. *International Journal for Lesson and Learning Studies*, 6(4): 306-320.
- Cravens, X. C. & Drake, T. (2017). From Shanghai to Tennessee: Developing instructional leadership through Teacher Peer Excellence Groups. *International Journal for Lesson and Learning Studies*, 6(4): 348-364.
- Goldring, E., Cravens, X. C., Murphy, J., Porter, A., & Elliott, S. (2015). The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional leadership and emotional intelligence. *Journal of Educational Administration*, 53(2), 177-196.
- Cravens, X. C. (2014). The cross-cultural validity of the learning-centered leadership framework and its assessment instrument for principals. *Journal of Educational Administration*, 52(1), 2-36.
- Covay Minor, E., Porter, A.C., Murphy, J., Goldring, E.B., Cravens, X. & Elliot, S. N. (2014). A known group analysis validity study of the Vanderbilt Assessment for Leadership in Education in US elementary and secondary schools. *Educational Assessment, Evaluation and Accountability* 26(1), 29-48.
- Cravens, X. C., Goldring, E., Porter, A., Polikoff, M. S., Murphy, J., & Elliott, S. (2013). Setting proficiency standards for school leadership assessment: An examination of cut score decision making. *Educational Administration Quarterly*, 49(1), 124-160.

- Cravens, X. C., Goldring, E., & Peñaloza, R. V. (2012). Leadership practice in the context of school choice in the United States. *Leadership and Policy in Schools, 11*(4), 452–476.
- Cravens, X., Liu, Y., & Grogan, M. (2012). Understanding the Chinese superintendency in the context of Quality-Oriented Education. *Comparative Education Review, 56*(2), 270-299.
- Cravens, X. C. & Hallinger, P. (2012). School leadership and change in East Asia: A new agenda for capacity building. *Peabody Journal of Education, 87*(2), 157–161.
- Cravens, X. C. (2012). The viability of measuring learning-centered principal leadership in Chinese schools. *Journal of Nanjing Normal University, 181*(3), 84-94.
- Chu, H. & Cravens, X. C. (2012). Principal professional development in China: Challenges, opportunities, and strategies. *Peabody Journal of Education, 87*(2), 178–199.
- Dong, N. & Cravens, X. C. (2012). Leadership, learning-centered school conditions, and mathematics achievement: What can we learn from TIMSS? *Issues and Methodologies in Large-Scale Assessment, 5*, 79-113.
- Zhang, X. & Cravens, X. C. (2011). What is a high-quality school? Based on the interviews of 40 educational administrators. *Research in Educational Development, 10*, 66-75.
- Murphy, J. F., Goldring, E. B., Cravens, X. C., Elliott, S. N., & Porter, A. C. (2011). The Vanderbilt Assessment of Leadership in Education: Measuring learning-centered leadership. *Journal of East China Normal University, 29*(1), 1-10.
- Berends, M., Goldring, E., Stein, M., & Cravens, X. (2010). In-school conditions and students' mathematics achievement gains: Comparing charter and traditional public schools. *American Journal of Education, 116* (3), 303-335.
- Cravens, X. C., Goldring, E., & Loss, C. (2009). Doctoral education for school leaders in a reform era: Theoretical and programmatic development in the United States. *Fudan Education Forum, 7*, 3-8.
- Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., & Porter, A. C. (2009). The evaluation of principals: What and how do states and urban districts assess leadership? *The Elementary School Journal, 110*(1), 19-39.
- Goldring, E., Porter, A., Murphy, J., Elliott, S. N., & Cravens, X. (2009). Assessing learning-centered leadership: Connections to research, professional standards, and current practices. *Leadership and Policy in Schools, 8*, 1-26.

Tian, L. & Cravens, X. C. (2009). NCLB and government-sponsored educational research: A review of funding and accountability structure. *Fudan Education Forum*, 7, 2-7.

Liu, Y., Cravens, X., Huang, Y., Zhang, H., & Yang, H. (2007). The analysis of current Chinese basic education administration division and governance at the city and county level. *Journal of National Academy of Education Administration*, 8(74-80).

Book Chapters

Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., & Cravens, X. C. (2012). Vanderbilt Assessment of Leadership in Education: A new tool for principal evaluation and professional growth. In J. Shen (Ed.), *Tools for Improving Principals* (pp.13-46). Berne, Switzerland: Peter Lang Publishing Group.

Cravens, X. C., Chu, H., & Zhao, Q. (2011). Defining school effectiveness in the reform for Quality-Oriented Education. In T. Huang & A. W. Wiseman (Eds.), *The Impact and Transformation of Education Policy in China* (International Perspectives on Education and Society Series, Vol. 15, pp. 153 – 185). Bingley, UK: Emerald Publishing.

Stein, M., Goldring, E., & Cravens, X. (2011). Do parents do as they say? Choosing Indianapolis schools In M. Berends, M. Cannata & E. Goldring (Eds.), *School Choice and School Improvement* (pp. 105-124). Cambridge, Massachusetts: Harvard Education Press.

Goldring, E. & Cravens, X. C. (2007). Teachers' academic focus on learning in charter and non-charter schools. In M. Berends, M. G. Springer & H. J. Walberg (Eds.), *Charter School Outcomes* (pp.39-60). New York, NY: Lawrence Erlbaum Associates, Inc.

Reports and Technical Manuals

Beach, P. V., Araya, M. M., Espinosa, A.S., Maldonado, J.D., & Cravens, X. (2020). *Expert teams in instructional leadership practices and their transfer to local pedagogical improvement networks*. Santiago, Chile: Pontifical Catholic University of Chile.

Porter, A.C., Goldring, E.B., Elliott, S.N., Murphy, J., Polikoff, M., & Cravens, X. (2008). *Setting performance standards for the VAL-ED assessment of principal leadership*. New York, NY: Wallace Foundation.

- Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., & Porter, A. C. (2007). *The evaluation of principals: What and how do states and districts assess leadership?* New York, NY: Wallace Foundation
- Goldring, E., Porter, A., Murphy, J., Elliott, S. N., & Cravens, X. (2007). *Assessing Learning-Centered Leadership: Connections to research, professional standards, and current practices.* New York, NY: Wallace Foundation
- Porter, A., Goldring, E., Murphy, J., Elliott, S. N., & Cravens, X. (2006). *A conceptual framework for the assessment of principal and team school leadership.* New York, NY: Wallace Foundation

REFEREED CONFERENCE PROCEEDINGS

- Cravens, X. (2021). *Collaboration between the global North and South: Addressing youth empowerment, improving educational quality and practice through action research.* Symposium at the 33rd International Congress for School Effectiveness and Improvement, Marrakesh, Morocco.
- Paulo Volante, P., Müller, M., Salinas, A., Llorente, C., & Cravens, X. (2021) *Collaboration practices within and between instructional leadership teams, for a sustainable pedagogical improvement.* Poster presented virtually at the annual conference of American Educational Research Association.
- Carr, O. G. & Cravens, X. (2020). *Teaching without boundaries: Adapting collaborative inquiry cycles to the American Context* [Roundtable Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/wy8sgyw>
- Sarkar, T. & Cravens, X. (2020) *Inclusion in the policy context of India: Unpacking the world's largest state-funded private school enrollment program.* Paper presented virtually at the annual conference of Comparative and International Education Society, Miami, FL.
- Cravens, X. & Hunter (2019). *Assessing the impact of teacher communities of practice on instructional quality.* Paper presented at the annual conference of American Educational Research Association, Toronto, Canada.
- Cravens, X. & Wang, J. (2017). *Systemic support for teacher leadership: A closer look at the Shanghai teacher-expertise infusion system.* Paper presented at the annual conference of American Educational Research Association, San Antonio, TX.

- Cravens, X. (2017). *From Shanghai to the U.S.: Developing instructional leadership through Teacher Peer Excellence Groups*. Paper presented at the annual conference of American Educational Research Association, San Antonio, TX.
- Cravens, X. & Hunter, S. (2017). *Assessing the impact of teacher leadership on instructional improvement*. Paper presented at the annual conference of University Council of Educational Administration, Denver, CO.
- Cai, Y., Bi, Y. & Cravens, X.C. (2016). *Teachers' pay satisfaction structure: Evidence from primary and secondary schools in China*. Paper presented at the annual conference of American Educational Research Association, San Antonio, TX.
- Cravens, X. C. & Qian, H. (2016). *The role of teacher leadership in building communities of practice for instructional improvement*. Critical Conversation and Networking Session at the annual conference of University Council of Educational Administration, Detroit, MI.
- Zhao, Q. & Cravens, X.C. (2016). *Impacting instructional improvement through organization management: A qualitative examination of principal leadership in China*. Paper presented at the annual conference of American Educational Research Association, Washington, DC.
- Cravens, X. C., Wang, J. (2015). *Learning from the masters: A closer look at the shanghai teacher-expertise identification and infusion system*. Paper presented at the annual conference of University Council of Educational Administration, San Diego, CA.
- Jenkins, L., Drake, T., Cravens, X. C. Goldring, E., & Munoz, C. (2015). *Examining the role of the principal in implementing Teacher Peer Excellence Groups (TPEGs)*. Paper presented at the annual conference of University Council of Educational Administration, San Diego, CA.
- Cravens, X. C., Wang, J., Dickson, N., Jenkins, L., & Fleming, P. (2015). *Developing instructional expertise through shared leadership: An international collaboration to implement Teacher Peer Excellence Groups (TPEGs)*. Paper presented at the annual conference of Comparative and International Education Society, Washington, DC.
- Cravens, X. C., Drake, T., Goldring, E., & Schuermann, P. (2014). *Teacher Peer Excellence Groups (TPEGs): Building communities of practice for instructional improvement*. Paper presented at the annual conference of University Council of Educational Administration, Washington, DC.
- Cravens, X. C. & Dong, N. (2014). *Academic press in cultures of learning: an examination of PISA 2009*. Paper presented at the annual conference of American Educational Research Association, Philadelphia, PA.

- Cravens, X. C., Goldring, E. B., Murphy, J., Porter, A. C., & Caines, J. (2014). *Multi-source principal evaluation data: Consequences for principal development and school improvement*. Paper presented at the annual conference of American Educational Research Association, Philadelphia, PA.
- Cravens, X. C. & Dong, N. (2013). *School climate and student achievement: An examination of principal-teacher perspectives in TIMSS 2007*. Paper presented at the annual conference of American Educational Research Association, San Francisco, CA.
- Goldring, E., Cravens, X. C., Murphy, J., Porter, A., & Elliott, S. (2013). *Instructional leadership and emotional intelligence: The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED)*. Paper presented at the annual conference of American Educational Research Association, San Francisco, CA.
- Cravens, X. C. & Dong, N. (2012). *School-wide professional community and mathematics achievement: Cross-national evidence from TIMSS 2003 and 2007*. Paper presented at the annual conference of American Educational Research Association, Vancouver, Canada.
- Goldring, E. & Cravens, X. C. (2012). *Private school parents switching to charter schools: Avenues for renewed school diversity and community?* Paper presented at the annual conference of American Educational Research Association, Vancouver, Canada.
- Goldring, E., Cravens, X. C., Murphy, J., Porter, A., & Elliott, S. (2012). *The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education™ (VAL-ED): Instructional leadership and emotional intelligence*. Paper presented at the annual conference of Association for Education Finance and Policy, Boston, MA.
- Cravens, X. C. & Dong, N. (2011). *Learning-centered professional community and mathematics achievement: Cross-national evidence and progress in the United States*. Paper presented at the annual conference of University Council of Educational Administration, Pittsburg, PA.
- Cravens, X. C., Fleming, P., Dong, N., Qian, H., Chen, P., & Walker, A. (2011). *School-wide professional community and international assessment: Seeking a deeper understanding beyond the East-West comparison*. International symposium presented at the annual conference of University Council for Educational Administration, Pittsburg, PA.

- Cravens, X. C. & Zhang, X. (2011). *What is a high-quality school? Views with different lenses on educational reform in China*. Paper presented at the annual conference of Comparative International Education Society, Montreal, Canada.
- Dickson, N. & Cravens, X. C. (2011). *Cross-cultural professional development for mid-career education leaders: What makes for high quality exchange programs and how do we know?* Paper presented at the annual conference of Comparative International Education Society, Montreal, Canada.
- Dong, N. & Cravens, X. C. (2011). *Identifying malleable school-level learning conditions for mathematics achievement from TIMSS 1999 and 2007*. Paper presented at the annual conference of American Educational Research Association, New Orleans, LA.
- Berends, M., Canada, M., Cravens, X., Goldring, E., Peñaloza, R. V., & Stein, M. (2011). *School choice options, instructional conditions, and student achievement gains*. Paper presented at the annual conference of American Educational Research Association, New Orleans, LA.
- Cravens, X. C. & Dong, N. (2010). *Leadership, learning-centered school conditions, and mathematics achievement*. Paper presented at the annual conference of University Council for Educational Administration, New Orleans, LA.
- Cravens, X. C. (2010). *Reassessing educational effectiveness in China and the United States*. Paper presented at the annual conference of Comparative International Education Society, Chicago, Illinois.
- Cravens, X. C., Chu, H., & Zhao, Q. (2010). *Redefining school effectiveness for quality-oriented education in China: An alignment analysis*. Paper presented at the annual conference of American Educational Research Association, Denver, Colorado.
- Cravens, X. C., Goldring, E., Porter, A., Murphy, J., Elliott, S., & Polikoff, M. (2010). *Standard setting for principal performance: Educators' perspectives on the deliberative process*. Paper presented at the annual conference of American Educational Research Association, Denver, Colorado.
- Cravens, X. C. (2009). *The cross-cultural generalizability of U.S. leadership theories - A study of the fit of learning-centered leadership framework and assessment for Chinese principals*. Paper presented at the annual conference of American Educational Research Association, San Diego, CA.
- Cravens, X. C. & Goldring, E. (2009). *From private school to public charter school: The choice and experience of Indianapolis parents*. Paper presented at the annual conference of American Educational Research Association, San Diego, CA.

- Cravens, X. C., Goldring, E., & Peñaloza, R. V. (2009). *Leadership practices and school choice*. Paper presented at the annual conference of American Educational Research Association, San Diego, CA.
- Cravens, X. C., Goldring, E., Peñaloza, R. V., Berends, M., & Stein, M. (2009). *Instructional conditions for schools of choice*. Paper presented at the annual conference of American Educational Research Association, San Diego, CA.
- Cannata, M. & Cravens, X. C. (2009). *Teacher professional community: Understanding its relationship to school choice and school conditions*. Paper presented at the annual conference of University Council for Educational Administration, Anaheim, CA.
- Goldring, E., Cravens, X., & Peñaloza, R. V. (2009). *Leadership practices, school choice, and student achievement growth*. Paper presented at the annual conference of the Society for Research on Educational Effectiveness, Arlington, VA.
- Goldring, E., & Cravens, X. C. (2009). *Assessing leadership effectiveness for preparation program improvement*. Discussion presented at the annual conference of American Educational Research Association, San Diego, CA.
- Mavrogordato, M. C. & Cravens, X. C. (2009). *Student perceptions of school effectiveness*. Paper presented at the annual conference of American Educational Research Association, San Diego, CA.
- Stein, M., Goldring, E., & Cravens, X. (2009). *Choosing Indianapolis charter schools: Espoused versus revealed academic preferences*. Paper presented at the National Center on School Choice - School Choice and School Improvement Conference Nashville, TN.
- Cravens, X. C. (2008). *An examination of the cross-cultural fit of the learning-centered leadership framework and assessment for principals in urban Chinese schools*. Paper presented at the annual conference of University Council for Educational Administration, Orlando, FL.
- Cravens, X. C., & Liu, Y. (2008). *Professional standards for the superintendency in an era of educational accountability: A comparative study of leadership development*. Paper presented at the annual conference of American Educational Research Association, New York, New York.
- Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., & Porter, A. C. (2008). *The evaluation of principals: What and how do states and districts assess leadership?* Paper presented at the annual conference of American Educational Research Association, New York, NY.

- Cravens, X. & Liu, Y. (2007). *Introducing professional standards to the Chinese superintendency in an era of performance accountability*. Paper presented at the annual conference of British Educational Leadership, Management and Administration Society, Reading, UK
- Cravens, X. C. (2007). *Developing a new generation of school leaders in China: Challenges and opportunities in principal professionalization*. Paper presented at the annual conference of Comparative International Education Society, Baltimore, Maryland.
- Cravens, X. C. & Huff, J. (2007). *The influence of principal instructional leadership practice on school-wide professional community*. Paper presented at the annual conference of University Council for Educational Administration, Washington, DC.
- Goldring, E. & Cravens, X. C. (2007). *Teachers' academic press for learning in charter and traditional public schools*. Paper presented at the annual conference of American Educational Research Association Chicago, Illinois
- Stuit, D. A. & Cravens, X. C. (2007). *The impact of NCLB accountability on Washington's schools*. Paper presented at the annual conference of American Educational Research Association, Chicago, Illinois.
- Goldring, E. & Cravens, X. C. (2006). *Teachers' academic focus on learning in charter and non-charter schools*. Paper presented at the National Conference on Charter School Research, Nashville, Tennessee.

INVITED PRESENTATIONS

- Cravens, X. (January 2019). Keynote Speech: *Collaborative Inquiry and Teacher Professional Development*., VIII Inter-American Conference on Management and School Leadership, Santiago, Chile.
- Cravens, X. (March 2019). Keynote Panel: *Top Leadership Issues in the Global Context*. Asia Leadership Roundtable, Guilin, China.
- Cravens, X. (July 2018). Keynote Speech: *Instructional Leadership and Teacher Development in Global Perspective*., International Education Congress, Santiago, Chile.
- Cravens, X. (July 2018). *Understanding the Changing International Landscape and the Essential Building Blocks for International Enrollment Strategy*. Workshop presented at the Association of Independent School Admission Professionals, Nashville, Tennessee.

- Cravens, X. (March 2018). Keynote Speech: *Studying School Leadership in Cross-Cultural Contexts: Mixed Methods*. Asia Leadership Roundtable, Hangzhou, China.
- Cravens, X. (March 2017). Keynote Speech: *Building a Professional Knowledge Base for Principal Leadership in the Asia Pacific Region*. Asia Leadership Roundtable, Tamsui, Taiwan.
- Cravens, X. (June 2016). *Chinese education and implications for American independent schools*. Summer Institute for Independent School Leadership, Peabody College, Nashville, Tennessee.
- Cravens, X. (December 2015). *Exploring Approaches to Instructional Improvement through Collaborative Inquiry*. Workshop presented at the Annual Conference for Learning Forward, Washington, DC.
- Porter, A. C., Murphy, J., Goldring, E. B., Elliott, S. N., & Cravens, X. (2011). *What and how do states and districts evaluate school principals?* Paper presented at the ASCD, San Francisco, CA.
- Cravens, X. (June 2011). *Chinese education and implications for American independent schools*. Summer Institute for Independent School Leadership, Peabody College, Nashville, Tennessee.
- Cravens, X. C. (2010). *Evidence-Based Research for Learner-Centered Education: A Dialogue between U.S. and Chinese Educators*. Keynote at the 6th Biennial Conference on Gifted Education in China, Hangzhou, China.
- Cravens, X. C., & Dong, N. (2010). *Mathematics Achievement and Learning-Centered School conditions of Top TIMSS Performers*. Paper presented at the School Administration Research Association, Taipei, Taiwan.
- Cravens, X. (July 2010). *Learning-centered leadership: Assessing and supporting school principals*. Summer Institute for School Superintendents, Peabody College, Nashville, Tennessee.
- Cravens, X. (June 2010). *Chinese education and implications for American independent schools*. Summer Institute for Independent School Leadership, Peabody College, Nashville, Tennessee.
- Cravens, X. (May 2010). *Maximizing evaluation for outreach impact*. Latin America National Resource Center Outreach Conference. New Orleans, LA.
- Cravens, X. (June 2009). *A journey through modern Chinese education*. Summer Institute for Independent School Leadership, Peabody College, Nashville, Tennessee.

- Cravens, X. (October 2009a). *Cross-cultural of learning of leadership theories and practices* Higher Education Research Institute, Fudan University Shanghai, China
- Cravens, X. (October 2009b). *Establishing a knowledge base for principal leadership development in China: A cross-cultural perspective*. College of Education Administration, Beijing Normal University Beijing, China
- Cravens, X. (June 2008). *A journey through modern Chinese education*. Summer Institute for Independent School Leadership Peabody College, Nashville, Tennessee.
- Cravens, X. (June 2007). *A journey through modern Chinese education*. Summer Institute for Independent School Leadership Peabody College, Nashville, Tennessee.
- Cravens, X. C. (2006). *School leadership assessment in the U.S*. International Educational Leadership Seminar, National Academy of Education Administration, Beijing, China
- Goldring, E. & Cravens, X. C. (2006a). *Accountability, standards and focus in American education: No Child Left Behind*. The International Seminar on Macro Education Policy in the 21st Century by the National Center for Education Development Research, Beijing, China.
- Goldring, E. & Cravens, X. C. (2006b). *Policies for improving educational leadership: A focus on leadership assessment and evaluation*. The International Seminar on Macro Education Policy in the 21st Century by the National Center for Education Development Research, Beijing, China.
- Goldring, E. & Cravens, X. C. (2006c). *Unpacking the school choice debate in American education*. The International Seminar on Macro Education Policy in the 21st Century by the National Center for Education Development Research, Beijing, China.

OTHER PROFESSIONAL ACTIVITIES

Advisory Board

- 2020-2021 Standards Advisory Council
Learning Forward, National Professional Learning Association
- 2014 – Present Board of Trustee
University School of Nashville

Reviewer

Asian Pacific Journal of Education

Comparative Education Review
 Educational Action Research
 Educational Administration Quarterly
 International Journal of Educational Development
 International Journal of Leadership in Education
 Journal of Educational Administration
 American Educational Research Association, Annual Conference
 University Council for Educational Administration, Annual Conference
 Comparative and International Education Society, Annual Conference

Editorial

2011-2012 Peabody Journal of Education, special issue on school leadership in Asia

SERVICE

2021 Educational Advancement Fund and Course Improvement Grant, Review Committee
 2020 – 2021 University Diversity Council
 2019 - 2020 Chancellor’s Diversity Council
 2019 - 2020 Chancellor’s Vanderbilt Trailblazers Selection Committee
 2018 – 2020 Global Research and Engagement Micro-Grant, Review Committee
 2017 – 2018 BOLD Fellowship Advisor, Center for Teaching
 2017 – Present Vanderbilt Graduate Faculty Delegate Assembly
 2016 – 2018 Vanderbilt International Strategy Working Group
 2016 – 2018 Member, Teacher Leadership Network Design Team (Tennessee Department of Education)
 2016 – 2018 Member, Tennessee Teacher Leadership Collaborative Design Team (State Collaborative on Reforming Education)
 2012 – 2013 Vanderbilt Task Force on Undergraduate International Education
 2010 – Present Impact and Evaluation Advisor, National Resource Center (Title VI) at Center for Latin American Studies, Vanderbilt University
 2010 – 2018 Impact and Evaluation Advisor, National Resource Center (Title VI) at Stone Center for Latin American Studies, Tulane University

2008 – 2016	Member, Advisory Council for International Affairs, Vanderbilt University
2007 – 2008	Member, Asia Strategy Committee, Vanderbilt University
2001 – 2005	Board Member, Nashville New American Coalition
2000 – 2005	Board Member, Adult Education Advisory Committee, Metropolitan Davidson Public Schools
2000 – 2005	Member, Mayor’s Community Service Round Table, Nashville City Government
2003 – 2004	Member, Governor’s Taskforce, Performance Measurement Committee, Tennessee Department of Labor
2000	Member, Policy Committee, Tennessee Conference of Social Welfare Nashville Chapter

ADMINISTRATION AND PROGRAM DEVELOPMENT

International Students and Affairs

- Work with all branches of the Dean’s Office to provide support for international students at Peabody College.
- Establish and solidify research collaborations with core partnering international institutions for Peabody College
- Facilitate and coordinate research interests and actions among entities or individuals within the Vanderbilt and Peabody community
- Identify and obtain suitable resources to support the internationalization efforts and to ensure that partnerships and projects are sustainable
- Provide regional expertise, facilitation, and coordination for Vanderbilt internationalization activities in the Asia-Pacific Region

International Grants

2019 – 2020	Global-VU TIPs Initiative Workshop The power of collaborative inquiry: Reimagining teacher professional development
2009 – Present	Principal Investigator, Humphrey Fellowship Program, professional development program for international educators, funded by the U.S. State Department through the Institute of International Education.

