

**Curriculum Vita
April 2014**

Christopher S. Long

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EDUCATION

Doctor of Philosophy, Science Education
Curtin University of Technology, Perth, Western Australia, AU; 2013
Dissertation: The Relative Effectiveness of Alternative Sequencing of Middle-School Science Curriculum in Terms of Classroom Learning Environment and Student Attitudes

Masters of Arts in Teaching, Science Education
The University of Texas at Dallas, Richardson, Texas, USA; 2007

Bachelor of Science, Geography (Minor: Earth Science)
Texas A&M University - Commerce, Commerce, Texas, USA; 1989

PROFESSIONAL LICENSES

Standard Classroom Teacher, Science (Grades 4-8) 2010 2016

PROFESSIONAL INTERESTS

Science Education for Children and Teachers
Classroom Environments: Student and Teacher Perceptions and Preferences
Professional Development

TEACHING EXPERIENCE

2015-Present

Adjunct Instructor, Texas A&M University - Commerce

- Teaching integrated science classes (IS 351 and IS 352) specifically tailored for pre-service general education teachers.

2003-Present

Classroom Teacher, Webb Middle School, Garland ISD, Texas

- Responsible for teaching 6th-8th grade regulars and honors Science. Created, taught and wrote a grant for an 8th grade electives Environmental Science course.
- Four terms on campus improvement team.

- Taught Reading and Math STAAR recovery courses during the summer.
- Sponsor of Chess Club and Rocketry Club

1990-1991

Classroom Teacher, Thompson Middle School, Quinlan ISD, Texas

- Taught 8th grade Science.
- National geographic Geography Bee

PROFESSIONAL ASSOCIATIONS

Membership:

American Educational Research Association (AERA): SIG: Learning Environments

Garland Educators Association (GEA)

Texas State Teachers Association (TSTA)

National Education Association (NEA)

National Science Teachers Association (NSTA)

PUBLICATIONS

Long, C & Fraser, B.J. (2015). *Comparison of alternative sequencing of middle-school science curriculum: Classroom learning environment and student attitudes*. Curriculum and Teaching, 30, 23-36.

Long, C.S. (2013) The relative effectiveness of alternative sequencing of middle-school science curriculum in terms of classroom learning environment and student attitudes. Curtin University, Perth Western Australia.

Nix, R.K.; Ledbetter, C.E.; Carpenter, M.; Satterfield-Barjon, G.F.; Huben, E.W., & Long, C.S. (2005) Taking them to the top! Benefits of long-term, sustained professional development, Presented at the 2005 School Science and Mathematics Association annual conference.

RESEARCH GRANTS and AWARDS

2006-2007

“Environmental Science” – Ecolab Grant -- \$5,000

- Objective: To provide an elective science course for 8th grade students.
- Funded by: Ecolab, Inc.
- Grant Provided:
 - Textbooks and laboratory materials for project based and field experience based course.

PRESENTATIONS

Long, C.S. & Fraser, B.J. (2011, June) *The relative effectiveness of alternative sequencing of middle-school science curriculum in terms of classroom learning environment and student attitudes*. Poster session at the 2011 meeting of the American Education Research Association.

Long, C.S. & Urquhart, M. (2007, June). Calculating the Temperature of the Sun's Surface, presented at the Texas Regional Collaboratives for Excellence in Science Teaching State Convention, Austin, Texas.