

**SUSAN CATAPANO**  
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## **EDUCATION:**

NOVA SOUTHWESTERN UNIVERSITY, Ft. Lauderdale, Florida; Doctorate in Higher Education; Emphasis in Adult and Early Childhood Teacher Education; Dissertation Topic: Evaluation of A Pilot Professional Development Process For Early Childhood Teachers In St. Louis, Missouri (funded by Kellogg Grant); 1993-1999.

MARYVILLE UNIVERSITY, St. Louis, Missouri; Master of Business Administration; 1987-1991.

UNIVERSITY OF NORTH CAROLINA, Greensboro, North Carolina; Bachelor of Science in Business and Economics; Secondary Teacher Licensure in Secondary Marketing and Vocational Education; 1975-1978; Cum Laude.

Hold current North Carolina Teaching Licensure: Elementary Education, Teaching Reading, Middle Grades Language Arts, and Secondary Marketing and Vocational Education.

## **RELEVANT EXPERIENCE:**

UNIVERSITY OF NORTH CAROLINA WILMINGTON: Watson College of Education, Wilmington, NC; 2011-present; Professor, Teach courses in graduate and undergraduate teacher education programs in early childhood, elementary, curriculum, supervision, instruction, and literacy education; utilizing both on campus and online formats. Development of new courses in curriculum and instructional models, educational psychology, family and community connections, early childhood, and international study abroad (Belize). Co-Leader of undergraduate teacher education students and graduate doctoral students to Belize for either a 6-week student teaching experience or 2-week professional development experience, represent the university in international partnership.

2014-present: *Program Coordinator, Masters in Education in Leadership, Policy, and Advocacy in Early Childhood, Watson College of Education.* Assist in recruitment, scheduling of courses, advising students, reviewing applications for the program, and facilitating thesis completion.

2012-present: *International Coordinator, Watson College of Education.* Responsible for development of international programs within College of Education. Chair, International Committee (Watson). Liaison with the Office of International Programs. Provide faculty learning trips and students studying abroad with support that includes organization of trips, credit for courses taken abroad, and over-site of students with an International Minor. Coordination of two international conferences for College of Education faculty.

2011-2015: *Program Coordinator Doctorate in Education in Educational Leadership, Watson College of Education.* Assist in recruitment, scheduling of courses, advising students, reviewing applications for the program, and facilitating dissertation completion. Developed and implemented two distance sites and three concentration areas: Administration of K-12, Curriculum and Instruction, and Higher Education. Established an Orientation Program.

2011-2015: *Chair, Department of Educational Leadership.* Responsible for management of five graduate programs (Masters in Education in School Administration, Masters in Education in Curriculum, Instruction, and Supervision, Masters in Education in Higher Education, Masters in Education in Leadership, Policy, and Advocacy in Early Childhood, and Doctorate in Educational Leadership) and one undergraduate minor (Leadership Studies). Duties include scheduling of courses, supervision of 16 faculty, 1 staff, and 4 graduate assistants, engagement with local school districts and community agencies on behalf of the university.

2010-2011: *Director of the Professional Development System University School Partnership.*

Responsible for coordination between university faculty and 126 schools in 14 school districts in Southeastern North Carolina.

2009-2010: *Program Coordinator of Masters in Education in Curriculum, Instruction, and Supervision.* Assist in recruitment, scheduling of courses, advising students, reviewing applications for the program, and facilitating thesis completion.

UNIVERSITY of MISSOURI: St. Louis MO; August 1997-July 2008; Co-Chair, Division of Teaching and Learning: 2007-2008; Associate Professor 2006-2008; Director of St. Louis Enhancement Partnership (STEP): 2005-2008; Assistant Professor, 1999-2005; Adjunct Professor, 1997-1999.

2007-2008: Elected *Co-Chair of the Division of Teaching and Learning*-40 fulltime faculty and 50+ part time, five licensure areas, 1,200 undergraduate students and 800 graduate students. Elected to the University Senate for 2007-2009.

2004-2008: *Director of St. Louis Enhancement Partnership (STEP)*, a Professional Development School collaborative. STEP prepared highly qualified, new teachers for urban schools through an intensive, community-based model of teacher education. Assisted in the establishment of the Center for Excellence in Urban Education. Led the development and implementation of a Minor in Urban Education. Developed a partnership of seven urban, elementary schools into a Professional Development School Collaborative.

1999-2008: *Program Coordinator of Early Childhood Education* (125 undergraduate and 35 graduate students) and supporting supervision of Early Childhood Special Education Programs, duties include assigning faculty to courses, textbook selection, program and course development. Establishment of non-certification degree for early childhood majors (2001). Teacher Education Committee Chair (2003-2007) included oversight of all program and course development in the Division of Teaching and Learning (5 licensure areas). Advisor to the university child development center and director of research for the child development center. (One-year leave 2002-2003.)

DURHAM'S PARTNERSHIP FOR CHILDREN: Durham, NC; May, 2002-May 2003; *Executive Director* (on leave from University of Missouri). Administration and supervision of a community collaborative partnership formed to fund model programs in Durham County that supported families with children ages birth through 5 years, (\$8.2 million in state funding). Implemented the inaugural year of the State Pre-Kindergarten Program, More At Four, in Durham County.

PROFESSOR BEAR'S LEARNING CENTER, St. Louis, MO, January 1990-September 1998; *Owner/Director* of two full-service, high-quality, state and nationally accredited, licensed childcare facilities. Service for 400 families and children, supervision of 85 teachers, financial management, and curriculum development for centers.

UBI, LTD, St. Louis, MO, 1979-1989; *Executive Director (1983-1989)* of seven vocational schools in four states. Responsible for the daily operation, supervision of site directors, development of curriculum, and accreditation contact (Southern Association of Colleges and Schools). *Classroom Teacher (1979-198)* of business, marketing, and secretarial (shorthand) subjects.

CHARLOTTE-MECKLENBURG SCHOOL DISTRICT, Charlotte, NC, 1978-1979, *Secondary Teacher*, Urban High School, Marketing and Distributive Education.

## **RESEARCH:**

### **Publications**

Thompson, C. & Catapano, S. (In press).

Fleming, J., Catapano, S., Thompson, C., & Carillo, S. (In Press, October, 2015). *More mirrors in the classroom:*

~~*Using urban children's literature to increase literacy.* Landham, MD. Rowman & Littlefield.~~

~~*Susan Catapano*~~

Catapano, S. & Gray, J. (Spring 2014). Saturday school: Project-based learning in urban schools. *PENN GSE Perspectives on Urban Education*, 12(1), <http://www.urbanedjournal.org/archive/volume-12-issue-1-spring-2015>.

Thompson, C. & Catapano, S. (May 2013). Finding a role for early teacher education courses: Developing culturally responsive new teachers. *Learning Communities: International Journal of Learning in Social Contexts* (13), p. 13-27.

Catapano, S. & Huisman, S. (August 2013). Leadership in hard-to-staff schools: Novice teachers as mentors. *Mentoring and Tutoring*, 21(30), p. 258-271.

Huisman, S., Catapano, S., & Moody, A. (2013). Families' perception of play. *Learning Communities: International Journal of Learning in Social Contexts*, 21(1), 28-48.

Catapano, S. & Thompson, C. (2013). The poetry of voice. In Noel, J., (Ed.) *Moving Teacher Education into Urban Schools and Communities Prioritizing Community Strengths*. New York: Routledge.

Huisman, S., Edwards, A., & Catapano, S. (2012). The impact of technology on families. *International Journal of Education and Psychology in the Community*, 2(1), 44-62.

Huisman, S. & Catapano, S. (2011). New Teachers in Challenging Schools: A Three-Year Case Study. *International Journal of University Teaching and Faculty Development*, 2(1).

Sherman, H. & Catapano, S. (2011). After school elementary school mathematics club: Enhancing mathematics achievement and encouraging future teachers. *Educational Research Quarterly*, 35(1), 3-16.

Slapac, A., & Catapano, S. (2011). Development of instructional decision making skills in new teachers. *International Journal of Education and Psychology in the Community*, 1(1), p. 11-31.

Moody, A. & Catapano, S. (March 2011). ADV KIHd System by A Deeper View. Book and Software Review. *Journal of Special Education Technology*, 26(3), 65-67.

Catapano, S. & Slapac, A. (2010). Preservice Teachers Understanding of Culture and Diversity: Comparing Two Models of Teacher Education. *Teacher Education and Practice*, 23(4).

Huisman, S., Singer, N., and Catapano, S. (2010). Resiliency to success: Supporting novice urban teachers. *Teacher Development*, 14(4), p. 483-499.

Catapano, S. & Huisman, S. (Summer 2010). Preparing Teachers for Urban Schools: Evaluation of a Community-Based Model. *PENN GSE Perspectives on Urban Education*, 7(1), 80-90, retrieve from <http://www.urbanedjournal.org>.

Singer, N., Catapano, S., & Huisman, S. (June 2010). The university's role in teacher preparation. *Teaching Education*, 21(2), 119-30.

Catapano, S., & Gray, J. (April, 2010). Wishing everyday was Saturday. *Educational Leadership*, (67) 7.

[http://www.ascd.org/publications/educational\\_leadership/apr10/vol67/num07/Wishing\\_Every\\_Day\\_Were\\_Saturday.aspx](http://www.ascd.org/publications/educational_leadership/apr10/vol67/num07/Wishing_Every_Day_Were_Saturday.aspx).

Catapano, S, Fleming, J., & Elias, M. (2009). Building an effective classroom library. *Journal of Language and Literacy Education* [Online], 5(1), 59-73. Available [http://www.coe.uga.edu/jolle/2009\\_1/5\\_Catapano\\_Fleming\\_Elias.pdf](http://www.coe.uga.edu/jolle/2009_1/5_Catapano_Fleming_Elias.pdf)

Catapano, S. and Huisman, S. (May 2009). What do families read to their children: Another look at home literacy support. *The Psychology Instalment*, 25, 9-28.

Catapano, S., Huisman, S., and Song, K. H. (March 2008). Are we there yet? Perspectives from partners in a community of practice. *Learning Communities: International Journal of Learning in Social Contexts*,(1), p. 2-20.

Catapano, S. and Huisman, S. (2008). A Search for Cooperative Learning Groups in Urban Classrooms. In Grotewell, P. G. & Burton, Y. R. (Eds.) *New Research on Early Childhood Education* (47-60). Hauppauge, NY: Nova Science Publishers.

Song, K. H. and Catapano, S. (February 2008). Reflective professional development for urban teachers through videotaping and guided assessment. *Journal of In-service Education*, 34(1), p. 75-85.

Catapano, S. (2007). Susan Blow. In New, R. and Cochran, M. (Eds.) *Early Childhood Education: An International Encyclopedia (Four Volumes)* (82-84). Westport, CT: Praeger. (Invited).

Catapano, S. (2007). Teacher Education and Compensation Helps (T.E.A.C.H.) In New, R. and Cochran, M. (Eds.) *Early Childhood Education: An International Encyclopedia (Four Volumes)* (785-786). Westport, CT: Praeger. (Invited).

Catapano, S. (2006). Aggression. In Feinstein, S. (Ed.) *The Praeger Handbook of Learning and the Brain (Two Volumes)* (36-38). Westport, CT: Praeger. (Invited).

Catapano, S. (2006). Critical Periods. In Feinstein, S. (Ed.) *The Praeger Handbook of Learning and the Brain (Two Volumes)* (162-165). Westport, CT: Praeger. (Invited).

Song, K., & Catapano, S. (2006). Improving literacy skills with urban children in U.S.A.: Seeing themselves in literature books. *International Journal of Learning*, 13(3), 111-118, Available at <http://ijl.cgpublisher.com/product/pub.30/prod.102.1>

Catapano, S. & Song, K. (Spring 2006). Let's Collaborate and Infuse Citizenship Education: Kids Voting in Primary Classrooms. *Social Studies Research and Practice*, 1(1), p. 55-66.

Catapano, S. (2006). Learning to teach in urban settings: Preservice teachers apply advocacy strategies. *Mentoring and Tutoring*, 14(1), p. 81-96. (Invited)

Catapano, S. (October 2005). Supporting learning with hands-on games and activities. *The Thinking Classroom*. 6(4). 42-47.

Catapano, S. (2005). Early literacy standards: What new teachers should know. *The Journal of Early Childhood Teacher Education*, 25, (3), p. 223-229.

Catapano, S. (2005). Media messages: Sexual content on primetime television. *Journal of Early Education and Family Review*, 12, (3), p. 42-54.

Catapano, S. (2005). Teacher professional development through children's project work. *Early Childhood Education Journal*, 32, (4), p. 261 – 267.

Catapano, S. (2004) Project work in the graduate classroom: Teachers as students apply skills beyond the classroom. *The Journal of Early Childhood Teacher Education*, 24, (4), pp 323-330.

Hoagland, C., Scordias, M., Catapano, S., Navarro, V., Suess, P., Bielma, C., Cooper, M. & Hickman, C. (2004). Developmental stages in online instruction: Lessons learned: Stages to becoming an online instructor. *Society for Information Technology and Teacher Education International Conference*, Vol. 2004, Issue 1, 2004, 475-481.

Catapano, S. (2004). Guided projects: Implications for teacher education. *Early Years: An International Journal of Research & Development: Reflecting on Early Years*,  
[http://www.tandf.co.uk/journals/authors/ceye\\_issues.asp](http://www.tandf.co.uk/journals/authors/ceye_issues.asp).

Fleming, J., Catapano, S., and Reynolds, T. (2004). Building communities of practice for urban teacher preparation. Proceedings of the Teacher Quality Enhancement Grant Programs Conference, Phoenix, Arizona.

Catapano, S. (Ed.). (2002). Literacy projects, program and activities for the whole family! *Missouri Reader*, 26, 12-15.

Catapano, S. (2001). Artificial intelligence, teachers, children, and parents: A case study. *The Journal of Early Education and Family Review*, 9, (2), 19-26.

Catapano, S. (November/December 2001) Why do they stay? Early care and education teachers who choose a career in the classroom. *Child Care Information Exchange*, 142, 66-72.

Catapano, S. (Spring, 2000) From the preschool classroom: How children learn to write. *Missouri Reader*, 25, p.15-19.

Catapano, S. (September/October, 1999). The emotional cost of program expansion. *Child Care Information Exchange*, 140, 35-38.

### **UnderContract**

Rowman & Littlefield Publishers, Three-book contract on selecting and using culturally relevant children's literature in urban classrooms. Co-authored with Fleming, J., Thompson, & Carillo, S., 2013-2015.

### **UnderRevision**

Thompson, C., Moody, A., Catapano, S., & Housand, A. (Under revision ). Developing awareness: Using a poverty simulation in teacher education programs.

Catapano, S. (Consultant), (2013-2016) *Introduction to Foundations: North Carolina's Early Learning and Development Standards*. (Instructor's Handbook, Power Point Presentation). Charlotte, NC: Child Care Services Association (through a grant from the North Carolina Division of Child Development and Early Learning; funding provided by the Race to the Top Early Learning Grant).

Catapano, S. (Consultant). (2013-2016). *Introduction to Technical Assistance in Early Care in Education*. (Instructor's Handbook, Power Point Presentation). Charlotte, NC: Child Care Services Association (through a grant from the North Carolina Division of Child Development and Early Learning; funding provided by the Race to the Top Early Learning Grant).

Catapano, S. (Consultant). (2012). *Choosing and Using a North Carolina Approved Early Childhood Curriculum and Formative Assessment Strategies* (Instructor's Handbook, Power Point Presentation). Chapel Hill, NC: Child Care Services Association (through a grant from the North Carolina Division of Child Development and Early Learning; funding provided by the Race to the Top Early Learning Grant).

### **Technical Reports**

Catapano, S. (Ed.). (2011). *North Carolina Ready Schools Toolkit 2: Community-district team development. Pathways to success for young children pre-kindergarten through third grade*. Raleigh, NC: North Carolina Partnership for Children, <http://www.smartstart.org/readyschools>.

Catapano, S. & Gates, L. (2011). North Carolina Ready Schools Community-District Team Pilot Study Report. Raleigh, NC: North Carolina Partnership for Children.

### **GRANTS RECEIVED AND/OR ADMINISTERED**

#### **Principal Investigator:**

North Carolina Division of Child Development and Early Education. 2014-2016, Development of an Online Masters in Education in Early Childhood Leadership, \$72,425. Funded.

University of North Carolina Wilmington, Office of International Programs, 2013-2014, Global Citizenship Grant Award, to work on developing an international field experience in Ethiopia, \$2,900. Funded

University of North Carolina Wilmington, Watson College of Education, 2013-2014, Summer Research Fellowship, \$5,400, to revise and develop an international minor in teacher education. Funded

University of North Carolina Wilmington, "Exploration of Instructional Leadership in Primary and Secondary Schools in Belize, 2014-2015, \$3,000. Funded

University of North Carolina Wilmington, ETEAL-Supported Pedagogy Initiatives 2013-2014, Full Circle Project, \$3,500. Funded

Mary Lynn Richardson Foundation, \$15,000, iLanguage to provide iPads and technology to support children with special needs in Belize. Funded

International Paper Foundation, \$500, Curriculum and Materials for Virgo Middle School, 2012-2013. Funded

North Carolina Partnership for Children, \$105,000, Ready Schools Initiative, 2010-2011. Co-Investigators: Scott Imig, Amy Moody, Amy Garrett-Dickers, Carol McNulty, Brianne Reck, Candace Thompson, and Robert Tyndall. Funded

North Carolina Department of Public Instruction, \$108,340, Connecting Learning and Schools in Communities (CLASIC), 2010-2011. Co-Investigators: Scott Imig and Jeff Ertzberger. Funded

Division of Child Development, North Carolina Department of Health & Human Services, \$158,000, Increasing Research and Evidence-Based Practice & Professional Development Opportunities for the Early Childhood Technical Assistance Workforce, 2010-2011. Co-Investigator: Janet Singerman. Approved but unfunded.

Provost Grant for Research, University of North Carolina at Wilmington, \$10,000, Project Engage, Development and Implementation of a School Reform Model, 2010-2011. Funded

University of North Carolina at Wilmington, \$720, Mini-Grant, Writing and Publishing Children's Books in Belize, 2010-2011. Funded

University of North Carolina at Wilmington, \$3,000, Supporting the Implementation of a Reggio Emilia Approach in a Public School and Development of an Off-Site Teacher Education Classroom to Blend Theory with Practice, 2010. Funded

University of North Carolina at Wilmington, \$500, Watson School of Education Ambassador Grant to AACTE, 2010. Funded

U.S. Department of Education Early Reading First Grant, \$4.2 million, Literacy S.E.E.D. Submitted on behalf of New Hanover County Schools More At Four Program, 2009-2012. Co-Investigators: Scott Imig, Amy Moody, and Angela Housand. Accepted for full proposal, not funded.

University of North Carolina at Wilmington, \$2,000, Engaged Teaching Fellows, Center for Leadership, Education and Service. Engaging Learners Through Technology, 2009-2010. Funded

University of North Carolina at Wilmington, Watson School of Education, \$2,000, Mini-Grant to research alternative methods of teacher supervision, 2008-2009. Co-Investigator: Scott Imig. Funded

University of North Carolina at Wilmington, Watson School of Education, \$2,000, Mini-Grant to support teachers in building a culturally responsive classroom library, 2008-2009. Co-Investigators: Kennedy Ongaga, Rajni Shankar-Brown, and Candace Thompson. Funded

University of North Carolina at Wilmington, Watson School of Education, \$500, Ambassador Grant to attend the Association of Teacher Educators, 2008-2009. Funded.

Employees Community Fund of Boeing St. Louis, \$25,000 for Mentoring New Urban Teachers, a project under the St. Louis Enhancement Partnership (STEP), 2008-2009. Funded.

Accelerated Reading Certification Project, \$134,000, Parsons Blewett Foundation of the St. Louis Public Schools, to provide courses for state reading certification for 30 reading coaches in the St. Louis Public Schools. This grant will provide funds to continue school-based field experiences for preservice teachers and the Saturday School program for children in the district, January-December 2008. Co-Investigator: Dr. Gwen Turner. Funded.

Technology Innovation Grant. \$2,500, January-May 2008, Internal Grant from UMSL, to develop an on-line resource library for faculty using a site on the university Blackboard software.

Energizer Foundation, \$5,000, Community-Based Model of Urban Education Internship Program, a project under the St. Louis Enhancement Partnership (STEP), 2007-2008.

Employees Community Fund of Boeing St. Louis, \$25,000 for Mentoring New Urban Teachers, a project under the St. Louis Enhancement Partnership (STEP), 2007-2008. (Largest grant award received by University of Missouri-St. Louis from this donor.)

U.S. Department of Education, Child Care Access Means Parents in School (CCAMPIS) 2005-2009, \$260,000. Provides childcare tuition at the University Child Development Center for low-income college students.

Missouri Campus Compact Grant Proposals Proposal for an Individual Faculty Grant Award, 2006-2007, \$3,000, Family Literacy Project.

Missouri Campus Compact Grant Proposals Proposal for an Individual Faculty Grant Award, 2005-2006, \$3,500, Something Beautiful in Every Neighborhood (Social Justice Project).

Missouri Campus Compact Grant Proposals Proposal for an Individual Faculty Grant Award, 2004-2005, \$3,500, Nurturing New Teachers Through Community Collaborations.

United States Department of Education Teacher Quality Enhancement Grant, 2004-2008, \$3.2 million. Expand and enhance communities of practice model to scale in St. Louis Public Schools with early childhood and elementary education preservice teachers. Established the St. Louis Teacher Enhancement Partnership and the Center for Excellence in Urban Education at the University of Missouri-St. Louis.

University of Missouri-St. Louis, College of Education, Internal Grant Competition, 2004-2005, \$5,000. Engaging Young Children in the Literature. Develop text-sets of literature with primary teachers in St. Louis Public Schools to encourage engagement by children in reading.

United States Department of Education Teacher Workforce Replenishment Grant, 2001-2004, \$685,000. Co-Principle Investigator. Develop a pilot program in an elementary school in the St. Louis Public Schools to place preservice teachers in urban settings to encourage and support work in public urban schools. Extension of the grant 2004-2005 \$50,000.

Coordinating Board For Higher Education Eisenhower Grant in Math and Science, 2001, \$77,000. Principle Investigator for BLAST OFF Program to support a school district in implementing a new mathematics curriculum by providing workshop and mentoring activities for teachers.

United Way Success By 6 Enhancement Grant, 1999, \$5,000, to establish a Parent Resource Library at the UM-St. Louis Child Development Center.

United States Department of Education Child Care Access Means Parents In School, 1999-2003, \$150,000, Principle Investigator. Provides tuition for child care at the university child development center so their low-income parents can attend school.

### **Co-Principal Investigator**

Smart Start of New Hanover County, Co-Principal Investigator, \$15,000, Smart Start Designs for Learning, a Technical Assistance model for early childhood teachers and families on Universal Design for Learning and the Assistive Technology Center at UNCW, 2012-2013, funded.

U.S. Department of Education, Co-Principal Investigator, Project Manager, \$660,000, RIPPLE-Reaching Inside Partnerships to Prepare Environments (Assistive Technology), 2011-2014, not funded.



University of North Carolina at Wilmington, Co-Principal Investigator, \$3,000, 2010 Cahill Research Award (January 2010 - Present).

University of North Carolina at Wilmington, Co-Principal Investigator, \$1,500, Watson School of Education Mini-Grant, Diversity and Leadership Initiative: The Influence of Poverty in Schools. (2010 - 2011).

Outcomes and Implementation Evaluation for Success by Six and ARCHs Early Childhood Care and Education Initiatives, 2003-2005, \$86,801, Co-Principle Investigator. Evaluate the impact on children of the enhancement and expansion grants awarded to early care and education programs in St. Louis City and County.

RAMS Foundation, 2000-2001, \$6,000, Playing for Health. Develop and implement a movement and music program in Head Start to promote healthy physical development.

Coordinating Board For Higher Education Eisenhower Grant in Math and Science, 2000, \$83,000, Treasures From Trash. Co-Principle Investigator to establish of a Teacher Recycle Center at UM-St. Louis and development of graduate math and science course for 50 inservice teachers, preschool-sixth grade.

#### **AdministeredFunds:**

United States Department of Health and Human Services, Programs for Families and Children, Early Learning Opportunity Grant, 2002-2003, \$668,000, Durham's Partnership for Children.

#### **PRESENTATIONS:**

##### **InternationalConferences**

-Catapano, S. Consortium for Belize Educational Cooperation Annual Meeting 2014, Partnership Between UNCW and the Schools in San Pedro, Dangriga, Belize, Academic, International, February, 2014.

-Fleming, J., Thompson, C., Carrillo, S., & Catapano, S. International Reading Association Annual Meeting 2012, Putting the Common Core in Context: Intentional Uses of Culturally Relevant Children's Literature in Standards-Based Instruction, Chicago, IL, Academic, International, peer-reviewed/refereed, May, 2012.

-Catapano, S. & Kubasko, S. Sisters' Cities Symposium, Internationalizing Teacher Development, Wilmington, NC, Academic, International, peer-reviewed/refereed, April, 2011.

-The Comparative & International Education Society Annual Conference 2011, Student Teaching in China and South Korea: Challenges, Experiences, and Cultural Lessons, Montreal, Canada, Academic, International, peer-reviewed/refereed, May 2011.

-International Reading Association Annual Meeting 2011, Using High Quality Urban Children's Literature to Support Beginning Readers, Orlando, FL, Academic, International, peer-reviewed/refereed, May 2011.

-International Conference on Learning, Improving literacy skills with urban children's authentic experiences in reading and writing, June, 2006.

##### **NationalConferences**

- Catapano, S & Huisman, S. National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: Teacher Research in the Early Childhood Urban Classroom: Strategies for Retention, Washington, D.C., 2013.
- Fleming, J. & Catapano, S. National Association of Multicultural Education, Annual Conference, More Mirrors in the Classroom: Using Urban Children's Literature to Connect Young People's Lives with the Content We Teach, Oakland, CA, 2013.
- Huisman, S. & Catapano, S. National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: Preparing Teachers for Urban Schools: A Three-Year Case Study, Atlanta, November, 2012.
- Catapano, S. & Perry-Manning, S., National Association for the Education of Young Children Professional Development Institute, Ready Schools Toolkit for Community District Teams, Indianapolis, IN, Academic, National, peer-reviewed/referred, June 2012.
- Catapano, S. & Moody, A., National Smart Start Conference, Ready Schools Toolkit for Community District Teams, Greensboro, NC, Academic, National, peer-reviewed/refereed, May 2012.
- Torrence, D., Catapano, S., & Ansley, V., National Smart Start Conference, Building a Continuing Education Framework, Greensboro, NC, Academic, National, peer-reviewed/refereed, May 2012.
- Fleming, J., Catapano, S., & Thompson, C. American Association of College Teacher Educators Annual Meeting 2012, Imagining Themselves as Readers and Writers: Using Urban Children's Literature to Improve Literacy Learning Outcomes for Children in City Schools (Featured Preconference Session), Chicago, IL, Academic, National, peer-reviewed/refereed, February 2012.
- Catapano, S. & Kubasko, D. American Association of College Teacher Educators Annual Meeting 2012, An International PDS Serving Pre-service and Graduate Education Students, Chicago, IL, Academic, National, peer-reviewed/refereed, February 2012.
- Catapano, S. & Fleming, J. Educational Alliance Annual Conference (Head Start), Literacy Activities for ESL Families, New York City, November 2011. (Invited)
- Fleming, J. & Catapano, S. Educational Alliance Annual Conference (Head Start), Connecting Curriculum Packages with Culturally Responsive Children's Literature, New York City, November 2011. (Invited)
- Kubasko, D. & Catapano, S. UNC System Forum on International Student Teaching, Learning to Teach in Belize, Charlotte, NC, November 2011. (Invited)
- Huisman, S. & Catapano, S. National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: Parent's Perception of Play, Florida, November, 2011.
- National Association for the Education of Young Children, Professional Development Institute, Building the Classroom Library with Culturally Relevant Books, Providence, RI, National, peer-reviewed/refereed, June 2011

- National Association for the Education of Young Children, Professional Development Institute, Building a Continuing Education Framework (Symposium with representatives from NC Division of Child Development), Providence, RI, National, peer-reviewed, June 2011.
- American Association of Educational Research Annual Meeting 2011, Community-Based Early Field Experiences as a Catalyst for Preservice Teacher Development, New Orleans, LA, Academic, National, peer-reviewed/refereed, April 2011.
- American Association of College Teacher Educators Annual Meeting 2011, Field-based Experiences in Introductory Foundation Courses, San Diego, CA, Academic, National, peer-reviewed/refereed, February 2011.
- Consortium for Research on Educational Accountability and Teacher Education, National Evaluation Institute, Evaluating Teacher Development in Literacy Instruction Through the Use of an Online PLC on Classroom Libraries, Williamsburg, VA, Academic, National, peer-reviewed/refereed, October 7-9, 2010.
- National Association for the Education of Young Children, Annual Conference, NAEYC, Anaheim, CA, “Kids Like Us”—Engaging Young Children in Urban Schools with Literature that Reflects Their Lives, Academic, National, November 2010.
- National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: Examining the Lasting Effects of an Urban Literacy Professional Development Project, California, November, 2010.
- National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: The Classroom Library as an Instructional Tool, Washington, D.C., November 18-21, 2009.- National Association for the Education of Young Children, Annual Conference, Student Perspectives on Using Software-Based Assessment Tools, Washington, D.C., November 18-21, 2009.
- National Association for the Education of Young Children, Professional Development Institute, Building the Classroom Library with Culturally Relevant Books, Spotlight Forum, Charlotte, NC, June 14-18, 2009.
- American Education Research Association Annual Conference, (3 proposals) Symposium on Retaining New Teachers for Hard-to-Staff Schools (2 papers), San Diego, CA, April 13-17, 2009.
- Society for Information Technology & Teacher Education, Cameras in the Classroom, Charleston, SC, March 2-6, 2009.
- The Association of Teacher Educators Annual Conference, Pre-service Teachers Developing Decision Making Skills to Meet the Needs of Diverse Learners, Dallas, TX, February 15-18, 2009.
- National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group: Methods to Increase Pre-Service Teachers’ Competencies in Urban Early Childhood Settings and Improve Urban Education: Seven Inquiry-Based Approaches to Solving these Issues, Dallas, TX, November 4-7, 2008.
- National Association for the Education of Young Children, Professional Development Conference, Teacher Research with Undergraduate Students: Supporting and Establishing a Process for Reflection and Change, June 6-11, 2008, New Orleans, LA.

-Great Teachers for Our City Schools: A National Summit on Recruiting, Preparing and Retaining Quality Urban Teachers, Strategies to Infuse Cultural Relevance in Teacher Education Programs, April 30-May 2, 2008, Denver, CO.

-National Association for the Education of Young Children Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group, Transformational Moments in Teacher Education, Chicago, IL, November 2007.

-American Education Research Association, SIG-Urban Learning, Teaching, and Research: Community-Based Model of Teacher Preparation, Transformational Moments for Teacher Candidates, and Are We There Yet? Perspectives from Partners in a Community of Practice. Chicago, IL, April 2007.

-National Coalition for Campus Child Care Programs, Early Childhood Curriculum Models for the 21<sup>st</sup> Century, March 2007 (invited).

-National Association for the Education of Young Children National Conference, What Do Parents Read to their Children?, National Association of Early Childhood Teacher Educators Urban Research Group, November 2006.

-National Association of Early Childhood Teacher Educators Summer Conference, Service Learning in Teacher Preparation: Where Does the Line Blur?, June 2006.

-National Association for the Education of Young Children National Conference, Neighborhood Science, National Association of Early Childhood Teacher Educators Urban Research Group, November 2005.

-National Association of Early Childhood Teacher Educators Summer Conference, Using the Teacher Work Samples Materials to Support and Assess New Teachers, June 2005.

- Teacher Quality Enhancement Grant Programs Conference, Building communities of practice for urban teacher preparation. Phoenix, Arizona, November, 2004.

-National Association for the Education of Young Children National Conference, Preparing Preservice Teachers for Urban Classrooms: What Do They Wonder? (Part of a collaborative Urban Researchers Group), November 2004.

- National Association of Early Childhood Teacher Educators National Conference, Infusing Advocacy Strategies in Every Early Childhood Education Courses, June 2004.

- Society for Information Technology and Teacher Education, National Conference. Developmental stages in online instruction: Lessons learned. March 2004.

-National Association for the Education of Young Children Annual Conference, New York, NY, 2002, Do Early Childhood Teachers Want A Degree?-Research Tract.

-National Association for the Education of Young Children Annual Conference, Atlanta, GA, 2000, Why Do They Stay?-Research Tract.

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### **Selected Regional Conferences**

- Catapano, S. & Fleming, J., Keynote Address, Crucial Early Years Conference, Mirrors and Windows: Strategies for Enhancing Literacy for Young, Diverse Learners, St. Louis, MO, 2013. (invited)
- Catapano, S. & Kubasko, D. North Carolina Teacher Education Forum, Annual Meeting, Building an International Partnership Belize, Raleigh, 2013.
- North Carolina Head Start Conference, March 12, 2010, Building Your Classroom Library with Culturally Relevant Books (accepted).
- Cape Fear AEYC Conference, February 14, 2009, Building Your Classroom Library with Culturally Relevant Books.
- Crucial Early Years Conference, 1995- 2007: What Do Families Read to Their Children? Helping Families Select Effective Children's Book; Selecting a Research-based Curriculum for Preschool.
- News at Noon, 2007, No Child Left Behind: Understanding the Law and the Reauthorization, UMSL (Invited).
- St. Louis Professional Development Collaborative, Cooperating School Districts of St. Louis, St. Louis Enhancement Partnership: A Community-Based Model of Teacher Preparation, 2007 (Invited).
- St. Louis Enhancement Partnership Professional Development, Overview and Application of Depth of Knowledge, 2007 (Invited).
- CISTAL Students (a collaboration with UMSL and Washington University), Project Approach in the Elementary Classroom, 2006 (Invited).
- Department of Elementary and Secondary Education, State of Missouri, Conference on the Young Years. Understanding Articulation Issues for Early Childhood Teachers, March 2004 (Invited).
- Missouri Association of College Teacher Educators, Columbia, MO, October 2001, Using Competency-Based Instruction in Early Childhood Teacher Education Programs (Invited).
- United Way Annual Public Forum, St. Louis, Missouri, November 2001, Current Trends and Issues in Early Childhood Education (Invited).
  
- Child Day Care Association Presentations at Director's Group, Salary Survey-March 1999, Why Do They Stay?-March, 2001, Developing An Organizational Structure-April 2000, Motivating Staff Through Non-Monetary Rewards-April 2001 (Invited).

**COURSES DEVELOPED AND TAUGHT:**

University of North Carolina-Wilmington

- Principles of Leadership (undergraduate)
- Learning-Centered Supervision (graduate and online)
- Learning-Centered Supervision Practicum (graduate and blended format)
- Practicum in Curriculum and Instructional Strategies (graduate and online)
- Psychological Foundations of Education (undergraduate)
- International Experience in Belize (student teaching for undergraduate early childhood, elementary and secondary)
- International Internship in Graduate Studies (Belize)
- Introduction to Doctoral Studies (graduate)
- Curriculum, Instruction, and Assessment (graduate)
- Connecting Communities, Families and Schools (graduate and online)

University of Missouri-St.Louis

- Introduction to Early Childhood Education (undergraduate)
- Curriculum and Practice Preschool Education (undergraduate)
- Curriculum and Practice Primary Education (undergraduate)
- Early Literacy (undergraduate)
- Language Acquisition (undergraduate)
- Teaching Reading (undergraduate)
- Children's Literature (undergraduate)

~~Acquisition of Mathematical Skills (undergraduate)~~

Assessing Individual Needs of Young Children (undergraduate)  
Inclusion Practices in Early Childhood Education (undergraduate)  
Early Childhood Internship-science content-based (undergraduate)  
Elementary Education Internship in Urban Schools (undergraduate)

## University of Missouri-St.Louis (cont.)

Foundations in Urban Education and Social Justice (undergraduate)

Student Teaching Supervision PreK-6<sup>th</sup> grade (undergraduate)

Foundations of Early Childhood Education (graduate and online)

Educational Importance of Play (graduate and online)

Introduction to Early Childhood Special Education (graduate and online)

Curriculum, Methods and Materials for Early Childhood Special Education (graduate and online)

Screening and Diagnosis of Young Children (graduate and online)

Organization and Development of Early Childhood Programs (graduate and online)

Examining History, Communication, and Social Justice in Education (graduate and developed for online)

Research Seminar (doctoral)

## **MEMBERSHIPS:**

Member of: National Association for the Education of Young Children  
National Association of Early Childhood Teacher Educators.  
Association of Childhood Education International  
American Educational Research Association  
American Psychiatric Association

## **THESIS COMMITTEES:**

-Chair: (completion dates)

Bergeron, D. (2011). Beginning Teacher Mentor Program and the Effects of Teacher Attrition.

Dunn, C. L. (2010). The Harlem Children's Zone: An Extensive Literature Review of Programs and Practices

Garey, J. (2010). Exploring AVID Strategies and the Effects on the Educational Atmosphere.

McMahon, A. (2010). The Impact of Parent Involvement on Children's Reading Achievement and Effective Methods of Increasing Parent Involvement.

O'Brien, C. (2010). Learning 21<sup>st</sup> Century Skills Through the Inquiry Process.

Seid, N. (2010). Exploring Identification and Implications Grouping Strategies have on Gifted Learners.

Straw, S. (2010). A Meta-Analysis of Reading First.

Whitley, M. (2010). Homework as a Means of Student Motivation.

Yancey, A. (2011). Exploring the First Year Implementation of the Peer Group Connection Strategies.

-Committee Member

Ludtke, A. (2010). The Effectiveness of the Interactive Whiteboard on Student Participation.

Robbins, S. (2010). Partnership Triad Expectations of Minimal Teacher Competencies.

Vail, L. (2010). Teaching in the 21<sup>st</sup> Century.

Wheeler, S. (2010). Transfer of Learning in the Family and Consumer Science Classroom.

## **DISSERTATION COMMITTEES:**

-Chair:

Capps, M. (2014). A Narrative Analysis of First Year Instructional Coaches. University of North Carolina Wilmington.

Curry, K. (2012). The impact of inclusive education and field experiences on the attitudes of study abroad pre-service teachers toward disability and inclusion. University of North Carolina Wilmington.

Gross, H. (2014). Globalization Efforts in K-5 Settings. University of North Carolina Wilmington.

Huisman, S. (2007). Preservice Teacher Efficacy : The Influence of Field Placements. University of Missouri St. Louis.

Irizarry, E. (2014). Leadership Characteristics of Effective Title I Charter School Principals. University of North Carolina Wilmington.

Urban Elementary School.

-Committee Member on more than 20 dissertations.

## **PARTICIPATION IN THE FIELD:**

### Professional Organizations

- Appointed to Chair a committee for the National Science Teacher's Association to write a position statement on early childhood science education (2012-2014).
- Appointed as a national leader in early childhood education to a committee for the Urban Institute, Washington, D.C. on leadership in Head Start Programs (2012-2015).
- Appointed to the Editorial Board of Journals, *Childhood Education* and *Journal of Research in Childhood Education*, Association of Childhood Education International, 2009-present; Column Editor for *Family Connections* 2011-2015.
- Reviewer, *Equity and Excellence* in Education, 2009-present
- Reviewer, *Early Childhood Research Quarterly*, 2007-present.
- Reviewer, *Urban Education*, 2009-present.
- Associate Editor, *PsychCRITIQUES*, American Psychiatric Association, 2005-2008.
- Reviewer Pearson Merrill Prentice Hall, *Play at the Center of the Curriculum*, 3<sup>rd</sup> edition (2006) and 4<sup>th</sup> edition (2008) and *Curriculum Models and Early Childhood Education*, 2<sup>nd</sup> edition (2005).
- Accreditation validator for National Association for the Education of Young Children Accreditation, 1995-2005.

### Community Organizations

#### *Local*

- Appointed to the Board of Directors of Wilmington Community Action, Inc., (2009-2010).
- Appointed to the Mayor's Blue Ribbon Taskforce, Sub-Committee on Youth Violence, Wilmington, North Carolina, 2009-present.
- Member Board of Directors, St. Louis Association for the Education of Young Children, Curriculum Conference Chair-1997, 1998; Treasurer 1998-1999; President-Elect 1999-2000, President 2000-2002; Representative to Missouri AEYC 2003-2004.
- CDA Advisor, December 1999-2008.
- Organized and planned the St. Louis Professional Development Day. Two centers participated by closing for the day for professional development for 120 staff in 1997, 21 centers participating in 1998-2001, with 400 staff each year.

#### *State*

- Founding Board Member of the North Carolina Early Childhood Foundation (2012-2015).
- President of Early Childhood Professional Institute, State of North Carolina (2013-2015).
- Appointed to the Training Taskforce for the Early Childhood Professional Institute, State of North Carolina (2008-2010).
- Member Board of Directors Missouri Resource and Referral Network, 2004-2007.
- Member Parents As Teachers Advisory Board, St. Louis Public Schools, 2000-2008.
- Member State of Missouri TEACH Advisory Committee, 2001-2003.
- Member New Scripts Team for Missouri, August 2000-present.
- Member of OPEN Steering Committee-Missouri's State Plan for Early Care and Education Professional Develop, August 1998-2000. Chair of the Articulation and Access Committee. Member of the Regional Support Team 2000-present.
- Member of the committee to draft articulation policy for the early childhood education degree, Missouri Coordinating Board of Higher Education, 2000-2006.
- Served as a team leader and team member for the Missouri Voluntary Accreditation Association for Early



1993-present.

## **PARTICIPATION WITHIN THE UNIVERSITY:**

### University of North Carolina Wilmington

- Appointed to an ad-hoc committee to review the strategic plan for the Office of International Programs, UNCW, 2013-2014
- Appointed to the Provost Committee on Faculty Roles, Responsibilities & Rewards Task Force, 2013-2014
- Appointed to the Provost Advisory Committee, 2013-2014
- Appointed to the Watson College of Education Speaker's Series Committee, 2013-2015
- Appointed to the Watson School of Education Assessment / Accreditation Steering Committee, 2011-2014
- Appointed to the Watson School of Education Administrative Team, 2011-2014.
- Appointed to the Watson School of Education Teacher Education Council (Ex-Officio), 2011-2014
- Appointed to the UNCW Advisory Committee on Human Resources, 2011-2013
- Appointed to Chair, Department Reappointment, Tenure, and Promotion Committee, 2009-2010.
- Appointed to the Watson School of Education Dean's Advisory Committee, 2009-2010.
- Appointed to the UNCW Graduate Orientation Committee, 2009-2011
- Appointed as the Department Representative to the Library Committee-2009-2011

### University of Missouri-St. Louis

- Elected to the University Faculty Senate, 2007-2009; Service on the Senate Research Committee, University Assembly Student Recruitment and Retention Committee, and the Senate Curriculum and Instruction Committee.
- Associate of the Center on Character Education and Citizenship.
- Associate of the Center on Excellence in Urban Education.
- Appointed to the Graduate Faculty, March, 2001.
- Elected to the University Assembly Committee on Student Fairs, August 2005-2007.
- Dean's Advisory Committee on Online Teaching and Learning, 2000-present.
- Dean's Advisory Committee on Early Childhood Education, 2004-present
- Dean's Advisory Committee on Physical Education, 2005-present
- Elected to the Teacher Education Council, 1999-2054; elected Chair 2003-2004, 2004-2205.
- Elected to a committee to award scholarships to students in the School of Education, 2000.
- Appointed to the Innovative Teacher Certification Committee, 2003-2004.
- Member of the Urban Achievement Alliance, 2001-2004.
- Participant in the Joint Faculty Meeting on Urban Teacher Preparation and Education 2000 and 2001.
- Elected to the Committee on Computing and Instructional Technology, August 2001-July 2003.

## **HONORS AND AWARDS:**

- January-April 2016, Fulbright Scholarship for research and teaching at University of Belize, Belmopan, Belize, CA.
- University of North Carolina Wilmington Global Citizenship Award, 2013-2014, \$300.
- Dean's Award for Excellence in Educational Leadership, College of Education, University of Missouri-St. Louis, 2008.
- Faculty Recognition for Ten Years of Service, 2007, University of Missouri-St. Louis.
- Outstanding Faculty Member, College of Education, 2005, University of Missouri-St. Louis.
- Center for Teaching and Learning, 2005 Excellence in Teaching Award for Using Technology in Teaching, University of Missouri-St. Louis.
- St. Louis Association for the Education of Young Children 2002 Bravo Award for the recognition of contributions to the field of early childhood education.
- Faculty Performance Share Award, 2001, (\$2,500) for the support and implementation of the redesign of the teacher education program at the University of Missouri, St. Louis.