

SUSAN CATAPANO
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EDUCATION:

NOVA SOUTHEASTERN 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; 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; North Carolina Teaching Certification; 1975-1978; Cum Laude.

RELEVANT EXPERIENCE:

UNIVERSITY OF NORTH CAROLINA –WILMINGTON: Associate Professor, Educational Leadership: 2008-present. Teach courses in masters program in curriculum, supervision and instruction utilizing both on campus and online formats.

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

1999-2008: Supervision of Early Childhood Education 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 and change in the Division of Teaching and Learning. Advisor to the university child development center and director of research for the child development center.

2003-2008: Director of St. Louis Enhancement Partnership (STEP), a Professional Development School collaborative. STEP prepares 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. Established a partnership of seven, urban, elementary schools into a Professional Development School Collaborative.

2007-2008: Elected Co-Chair of the Division of Teaching and Learning-30 fulltime faculty and 50+ part time, five certification areas, 1,200 undergraduate students and 800 graduate students. Elected to the University Senate for 2007-2009.

DURHAM'S PARTNERSHIP FOR CHILDREN-Durham, NC; Executive Director: May, 2002-May 2003; Administration and supervision of a community collaborative partnership formed to distribute state legislated funds (\$8 million) into agencies that support families with children ages birth through 5 years.

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 child care facility. 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 of seven vocational schools in four states. Responsible for the daily operation, supervision of site directors, development of curriculum, and accreditation contact.

RESEARCH:

Publications

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. Book Chapter, *New Research on Early Childhood Education*, 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). In New, R. and Cochran, M. (Eds.) *Early Childhood Education (Three Volumes)*. Book Chapter: Susan Blow (Invited).

Catapano, S. (2007). In New, R. and Cochran, M. (Eds.) *Early Childhood Education (Three Volumes)*. Book Chapter: Teacher Education and Compensation Helps (T.E.A.C.H.) (Invited).

Catapano, S. (2006). In Feinstein, S. (Ed.) *The Praeger Handbook of Learning and the Brain*. Book Chapter: Aggression.

Catapano, S. (2006). In Feinstein, S. (Ed.) *The Praeger Handbook of Learning and the Brain*. Book Chapter: Critical Periods.

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. and 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.

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.

Under Review

Slapac, A., Catapano, S. and Elias, M. (2008). Development of instructional Decision Making Skills in New Teachers. *Action in Teacher Education*.

Huisman, S., Singer, N., and Catapano, S. (2007). Criteria for Successful Urban Teachers: Learned Strategies or Intrinsic Characteristics? *Journal of Teacher Education*.

Under Revision

Catapano, S., Huisman, S., and Song, K. (Invitation to revise and resubmit). Putting the Community into Preservice Teacher Education. *Action in Teacher Education*.

Catapano, S. and Huisman, S. (Invitation to revise and resubmit). Myths and Truths: Home Support for Early Literacy Development in Urban Schools. *Journal of Early Childhood Teacher Education*.

GRANTS RECEIVED AND ADMINISTERED:

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. (Refunding of project.)

Accelerated Reading Certification Project, \$134,000, January-December 2008, 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.

Technology Innovation Grant. \$2500, 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) 2005-2008, \$260,000, Principal Investigator.

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

Missouri Campus Compact Grant Proposals Proposal for an Individual Faculty Grant Award, 2005-2006, \$3,500, Principal Investigator, Something Beautiful.

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

United States Department of Education Teacher Quality Enhancement Grant, 2004-2007, \$3.2 million, Co-Principle Investigator. Expand and enhance communities of practice model to scale in St. Louis Public Schools with early childhood and elementary education preservice teachers.

University of Missouri-St. Louis, College of Education, Internal Grant Competition, 2004-2005, \$5,000, Principle Investigator, 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.

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.

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

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.

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-Principal 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.

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.

PRESENTATIONS:

International Conferences

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

National Conferences

-National Association for the Education of Young Children, Annual Conference, National Association of Early Childhood Teacher Educators Urban Research Group,

-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 21st 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.

Regional Conferences

- Crucial Early Years Conference, 1995-present. 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:

- Introduction to Early Childhood Education (undergraduate)
- Curriculum and Practice Preschool Education (undergraduate)
- Curriculum and Practice Primary Education (undergraduate)
- Early Literacy (undergraduate)
- Language Acquisition (undergraduate)
- Acquisition of Mathematical Skills (undergraduate)
- Assessing Individual Needs of Young Children (undergraduate)
- Inclusion Practices in Early Childhood Education (undergraduate)
- Early Childhood Internship (undergraduate)
- Elementary Education Internship in Urban Schools (undergraduate)

Foundations in Urban Education and Social Justice (undergraduate)
Student Teaching Supervision PreK-6th 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 (developed for online)
Research Seminar (Doctorate Students)

MEMBERSHIPS:

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

DISSERTATION COMMITTEES:

-Chair:

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

-Committee Member:

Narishkin, A. (2008). A Formative Evaluation of the Beginning Teacher Assistance Program: An Andragological Approach.

Cunningham, Denise. (2005). Relating Quality of Urban, Public School, Preschool Learning Environments to the Language and Literacy Development of At-Risk Preschool Children.

Wessling, Bryan. (2005). A Case Study of the Life History of a Waldorf School Through the Lens of Parental Participation.

PARTICIPATION IN THE FIELD:

-Associate Editor, *PsychCRITIQUES*, American Psychiatric Association, 2005-2008.

-Reviewer Pearson Merrill Prentice Hall, *Play at the Center of the Curriculum*, 3rd edition (2006) and 4th edition (2008).

-Member Board of Directors Missouri Resource and Referral Network, 2004-2007.

-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; State Representative 2003-2004.

-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

-CDA Advisor, December 1999-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-present.

-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.

-Accreditation validator for National Association for the Education of Young Children Accreditation, 1995-present.

-Served as a team leader and team member for the Missouri Voluntary Accreditation Association for Early Childhood Education and for the National Association of Education for the Education of Young Children, 1993-present.

PARTICIPATION WITHIN THE UNIVERSITY:

-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:

-Faculty Recognition for Ten Years of Service, 2007.

-Outstanding Faculty Member, College of Education, University of Missouri-St. Louis, 2005.

-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.