

VITA

of

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ACADEMIC PREPARATION AND EXPERIENCE

Preparation

2001 - Promotion to Full Academic Professional

1993 - Tenure and Promotion to Associate Academic Professional

1987 - Ph.D. Elementary Education, Arizona State University;

1978 - Reading Specialist Endorsement (K-12)

1977 - M.A. Elementary Education, Arizona State University;

1973 - B.A. Elementary Education, Minor Dance/Physical Ed. Arizona State University

Experience

2000 Director of Professional Development and Induction Programs
Associate Division Director Curriculum & Instruction Arizona State University.

1990 – 2000 Director, Professional Field Experiences, Arizona State University.

1989 – 1990 Assistant Professor, Grand Canyon University, Phoenix, Arizona.

1987 – 1990 Co-Director, ASU Teacher Residency Project; Arizona State University.

1985 – 1987 Graduate Assistant, Arizona State University.

1982 – 1987 Kindergarten Teacher, Pendergast School District, Tolleson, Arizona.

1978 – 1985 Parent Study Instructor, Rio Salado Community College, Phoenix, Arizona.

1976 – 1983 Faculty Associate, Arizona State University.

1972 – 1976 Second Grade Teacher, Pendergast School District, Tolleson, Arizona.

TEACHING - Courses Taught - Arizona State University

Teacher Preparation:

- Applied Project (graduate)
- Exploring Careers in Education (undergraduate)
- BEST I and II (graduate)
- MENTOR I and II (graduate)
- Principles & Applications of Effective Instruction (undergraduate)
- Assessment and Supervision of Instruction (graduate)
- Developing Parent Involvement Programs (graduate)
- Holistic Assessment (graduate)

Reading:

- Phonics
- Emergent Literacy (graduate)
- Teaching Reading and Language Arts in Early Childhood (undergraduate)
- Teaching of Reading (undergraduate)
- Decoding in Reading (undergraduate)
- Reading Practicum (undergraduate)
- Developmental Reading (graduate)
- Directed Experiences in Reading (graduate)
- Decoding: Methods and Materials (graduate)

Early Childhood:

- Parent as First Teacher (graduate)
- The Developing Child (undergraduate)
- Language Arts for Early Childhood (graduate)
- Developing Parent Involvement Programs (graduate)

Courses Taught - Grand Canyon University

- Emergent Language (undergraduate)
- Reading Practicum (undergraduate)
- Innovations in Reading (graduate)

Courses Taught - Rio Salado Community College

- Preschool Activities and Development
- Infant Activities and Development
- Toddler Activities and Development
- Teen Parenting

Student Evaluations of Teaching (See portfolio) - Using standard Arizona State University forms (both on-campus and extended education formats) students have completed course evaluations for all courses I have taught since 1976. My average scores have ranged from:

9.06 - 10.00 (1.00 low to 10.00 high scale)

4.50 – 5.00 (1.00 low to 5.00 high).

Colleague Evaluation Dr. Jill Stamm (See portfolio)

Indices of Instructional Effectiveness

Courses Developed:

I have had the opportunity to develop and pilot a number of courses, including the following:

- 2004 - DCI 222 “Introduction to Teaching (with faculty for all ITC programs)
- 2000 – ECD 598 “Parent as First Teacher” (with J. Stamm)
- 1999 - COE 596 “Professionals’ Evolving Practice” (with S. Kortman and B. Lang)
- 1998 - SPF 111 “Exploring Careers and Education” (with R. Daniels, G. Hackett, and S. Ceperich)
- 1998 - ECD 404-405 “Teaching Reading and Language Arts in Early Childhood” (with J. Christie)
- 1997 - America Reads - For America Reads Tutors (with J. Christie, D. Bardsley, and D. Enz).
- 1997 - DCI 598 “BEST II: Refining Management and Instruction” (with S. Kortman & C. Honaker)
- 1997 - COE 591 “MENTOR II: Coaching New Teachers” (with S. Kortman & C. Honaker)
- 1996 - DCI 594 “BEST I: Starting the Year Successfully” (with S. Kortman & C. Honaker)
- 1996 - COE 594 “MENTOR I: Supporting New Teachers” (with S. Kortman & C. Honaker)
- 1995 - Integrated literacy/language arts practicum (with M. Vesley for the Apprentice Teacher Program).
- 1990 - RDG 591 "Literacy Intervention: Theory & Methods Integrated Language Arts" for CLIP.
- 1990 - RDG 591 "Literacy Intervention: Practicum" for CLIP.
- 1988 - DCI 591 "Assessment and Supervision of Instruction" for Arizona State University.
- 1988 - ECD 525 "Language Arts for Early Childhood" for Arizona State University.
- 1982 - Sensory Power Kindergarten Curriculum for Pendergast School District, Phoenix, Arizona.
- 1981 - Teen Parenting Program for Rio Salado Community College, Phoenix, Arizona.
- 1979 - Preschool and Parents Parenting Program for Rio Salado Community College, Phoenix, Arizona.
- 1978 - RDG 594 "Decoding: Methods and Materials Workshop and Conference for Arizona State University.

Instructional Activities

Member, Dissertation Supervisory Committees I serve, or have served, on the dissertation committees of students from all three divisions within the college. :

- 2005 - Leah Cooper (Ed.D Elementary Ed. – Chair)
- 2004 – Annapurna Ganesh (Ph.D. Early Childhood)
- 2004 - Myae Han (Ph.D. Language and Literacy)
- 2003`- Jennifer Prior (Ph.D. Early Childhood Education)
- 2003 - Mark Esch (Ed.D. Curriculum & Instruction)
- 2002 - Lynn Remson (Ph.D. Language and Literacy)
- 2002 - Maureen Gerard – Ph.D. Early Childhood Education)
- 2002 - Ivana Bartello (Ph.D. Curriculum and Instruction)
- 2001- Katie Root (Ed.D. Educational Leadership) - Co-Chair
- 2001- Vicki Middleton (Ed.D. Educational Leadership) - Co-Chair
- 2001- Joyce Cook (Ed.D. Educational Leadership)-Co-Chair
- 2001- John Erchul (Ph.D. Psychology in Ed.)
- 2000- Lisa Bote (Ph.D. Curriculum & Instruction)
- 2000- Kathleen Lemma (Ed.D. Curriculum & Instruction)
- 1999- Nelson Letts (Ed.D. Curriculum & Instruction)
- 1998- Kari Knutson Miller (Ph.D. Psychology in Education)
- 1998- Rich Allen (Ed.D. Psychology in Education)
- 1998- Debbie Lubitz (Ed.D Curriculum and Instruction)
- 1996- Jacqueline Hughes (Ed.D. Psychology in Education)
- 1996- Sharon Kortman (Ed.D. Curriculum & Instruction)
- 1996- Robert Pappalardo (Ed.D. Educational Leadership)
- 1996- Jill Stamm (Ph.D. Psychology in Education)
- 1996- Photini Spanias (Ed.D. Curriculum & Instruction)
- 1994- Craig Carpenter (Ed.D. Curriculum & Instruction)
- 1994- Richard Sheets (Ed.D. Secondary Education)
- 1993- Wendy Lamont (Ed.D. Educational Leadership) - Co-Chair
- 1992- Mark Wallin (Ed.D. Curriculum & Instruction)
- 1991- Mary Lou Syllaba (Ph.D. Early Childhood)

Doctoral students in progress:

- Catherine Maderado (Ph.D. Language and Literacy)
- Janey White (Ed.D Curriculum and Instruction) – Chair
- Kari Croce (Ph.D. Language and Literacy)
- Debbie Pisceke (Ed.D. Early Childhood) – Chair
- Michelle Rhodes (Ph.D. Early Childhood) – Chair
- Barb Veltri (Ed.D. Curriculum & Instruction)
- Allison Mendozze (Ph.D. Early Childhood – Co-chair)
- Melanie Latimer (Ed.D. Early Childhood – Chair)
- Kevin Thrasher (Ed.D. Language & Literacy) – Chair

ADMINISTRATIVE INITIATIVES

Professional Development Programs – 1999 to the present

In the fall of 1999 I accepted the position of Interim Associate Division Director for Professional Development Programs. In this position I have collaborated with appropriate faculty and worked with 16 school districts to develop specialized master's programs for each districts in-service teachers. I have been very successful at rejuvenating and beginning cohorts of master's students within these districts. We currently have over 600 students in the program and in the past three years have had over 500 students earn their masters degrees. I am still working with faculty to develop ways to deliver high quality; district specific master's programs to several more districts

Unique Teacher Preparation Programs - 1994 to the present

TEACH + ME - ITC-M.Ed. The TEACH + ME program was designed to meet three major goals. First, the program was designed to provide a fast-track path to initial certification in Elementary Education. The program as proposed meets this important goal by providing participants with opportunities to take pre-requisite courses on-line and complete the methods courses and student teaching in one year. Second, the proposed program maintains the high quality associated with ASU's current elementary education programs, which has been accelerated to offer challenge to those who are prepared for such an endeavor. Coursework and focused, directed field experiences offer an excellent opportunity for participants to immediately apply what they are learning in the coursework. Third, the program was designed to provide participants with an opportunity to use selected coursework toward a master's degree in education. The proposed program would allow participants to use up to 15 hours of coursework taken in the program toward a master's degree in education. This feature should prove to be very attractive to prospective participants.

Flexible Schedule Programs (INCITE). In the Fall of 1999 it became clear that the COE's move to field-based daytime programs was negatively impacting our enrollment of working adults. Working with an ad-hoc committee we developed an outline of a "flexible" post-baccalaureate program designed for middle and secondary teachers. This program will offer courses in the evening and provide field experience on Saturday mornings. These programs were implemented in the Spring of 2001. There are currently over 100 students in the Secondary Education and 100 Elementary Education Incite Programs.

Field-Based Elementary Education Program. In the fall of 1997, the Elementary Education Program undertook a major shift from a campus based to a field-based program. I was asked to help to site these courses in schools that could provide space and were willing to work with ASU/COE faculty to provide field sites for pre-service interns teacher in the elementary education program.

Apprentice Teacher Program - In the Fall of 1994, I began working with ASU colleagues and public school faculty and administrators to develop a new field-based teacher preparation program for post-baccalaureate students. This program enabled me to grow in many capacities, including the teacher/learner role. We were able to implement a fully integrated literacy learning unit that included language arts, reading diagnosis, clinic, and classroom organization strategies. Working with the teacher facilitators, ASU professors, and K-3 reading specialists, we have also developed several new units that have influenced the manner in which reading courses in the Professional Teacher Partnership Program are taught. In addition, the demonstration tapes developed as instructional guides at Scales are being used in Dr. Christie's graduate reading classes. The ATP in currently offered in two districts and graduate over 60 students a year.

Dine Teacher Preparation Program - Navajo Community College. Dr. Nick Appleton and Ben Barney (NCC) and Dan McLoughlin developed this program in 1996. I have been involved in providing extensive training, field advice, information, and materials for this exciting program, which is preparing bilingual/biliterate Navajo teachers. In 1998 we also provided ASI training for the mentor teachers who are supervising the pilot group of student teachers. Likewise, DINE has developed their version of TLC.

Teacher Learning Center (TLC) 1991 - 2000

The Teacher Learning Center was created in 1991 with the goal of providing individualized assistance to pre-service teachers who needed immediate intervention to improve poor performance and prevent possible failure.

Several institutions, including University of Hawaii-Hilo, Southeastern Louisiana University, University of Utah, University of Nebraska-Omaha, and the University of Tennessee at Chattanooga, have asked me to consult with them as they develop their own versions of TLC. Research and program information about TLC has been presented at the Association of Teacher Educators (ATE), American Educational Research Association (AERA), and American Association of Colleges of Teacher Education (AACTE). I have also published an article about the TLC for the Educational Forum, titled *Does the Institution Have an Obligation to Care?* (Enz, Kimerer, Freeman, 1997)

Beginning Educator Support Team (BEST) – 1994 to the present

In the Fall of 1994, collaborating with Associate Dean Appleton, I initiated the ASU/COE Beginning Educator Support Team (BEST). BEST is designed to provide support to new teachers as they begin their teaching careers. The "Team" is comprised of three parts: 1) District staff development personnel, 2) Trained, on-site mentors, and 3) ASU teacher-preparation staff and coursework. Induction services for the beginning teachers include :

- Daily support by prepared, on-site mentors,
- Bi-monthly inservice co-taught by ASU and district personnel, which can be taken for district in-service credit or for ASU Master's level credit,
- Quarterly newsletters dedicated to beginning teacher and mentor needs, and
- Website connection to BEST service for beginners and mentors, with hot links to various virtual instructional resource labs.

Research and information about BEST have been made at the Association of Teacher Educators (ATE) and the American Association of Colleges of Teacher Education (AACTE), and the Kappa Delta Pi Biannual Convocation.

In 1999-2000, under my guidance, BEST received \$46,000 (from the K-12 Center) and \$30,000 from the Arizona Community Foundation.

In October of 1999, BEST was showcased at a meeting sponsored by the American Association of Colleges of Teacher Education.

In May 2000, BEST was also featured in the Chronicle of Higher Education, in an article about Teacher Inductions.

Assessment and Supervision of Instruction (1990-2000)

The Office of Professional Field Experiences provides training for all mentor teachers who will serve as mentors to our student teachers. The 15-hour workshop DCI 591 "The Assessment and Supervision of Instruction" was established as a requirement in 1990. Since that time PFE has trained over 9000 potential mentor teachers. The instruction includes:

- use of Professional Attributes & Characteristics Scale
- use of Instructional Development Scale
- strategies for building mentoring environment
- developmental needs/norms of beginning teacher
- observation protocols and instructional analysis
- developmental coaching and conferencing skills
- effective feedback techniques

The workshop is offered two to three times each semester and six times throughout the summer. The workshop can be taken for one hour of ASU credit or one hour of district in-service credit. In response to mentor concern about time constraints, we piloted a Friday afternoon/evening and all day Saturday format. This was successful and well received by the participants. The workshop evaluations continue to indicate great satisfaction with course content and presentation. (1-5 scale -- 1 low-5 high -- general range in 4.1-5.0.)

Saturday Seminars for Student Teachers

I have had the opportunity to facilitate the development and implementation of a number of student teaching seminars offered each semester. The seminars were developed to satisfy the developmental needs of our student teachers. Three books were written to support the content of these seminars, *Trade Secrets: Tips Tools and Timesaver for Primary & Elementary Teachers* (by Billie Enz and Sharon Kortman), *Trade Secrets: Tips, Tools and Timesavers for Middle & Secondary Teachers* (by Billie Enz and Connie Honaker), and *Teachers: How To Win The Job You Want!* (Enz & Kimerer, 2000). Student teachers are required to attend at least two seminars of their choice. The data PFE has collected over the past year suggests that most student teachers attend four to six seminars.. These seminars include the following:

- 1999 - Impact Teaching
- 1998 - Lesson Planning Strategies
- 1997 - Strategies for Engaging Learners
- 1996 - Marketing Yourself Part I and II (8-hours each)
- 1994 - No Time and Too Much Stress
- 1994 - Gangs: Myths and Realities
- 1993 - Philosophy Workshop
- 1992 - Parent-Teacher Communication and Conferences
- 1991 - Dealing with Discipline
- 1990 - Survival: Day 1

Exit surveys are given to students at the end of each seminar to assess the popularity and usefulness of the seminars. Ratings and written feedback indicated an extremely high degree of student satisfaction. I have presented information about the seminars at the National ATE conference and at the Bi-annual Convocation for Kappa Delta Pi.

Navajo Early Educator Project - 2004

Navajo Nation has been awarded a 2.5 million dollar Early Reading First Grant. We will provide up to 150 NN Head Start teachers with 15 hours of credit and we will serve instructors in sites AZ and NM. NM State University is a partner with the Head Start teachers that want NM course credit and two of their faculty will teach courses. We will also train 10 mentor teachers to work at the five agency Head Start offices (Shiprock, Tuba City, Chinle, Crown Point, Ft Defiance). Billie Enz and Jim Christie are ASU Co-PIs and instructors. Former faculty members Burstein and Bryan assisted in the grant writing process, while faculty members, and continue as partners in the grant (Evaluation and Family-School Connections, respectively). The Navajo Early-Childhood Educators Partnership is a joint effort of the Navajo Nation, the Southwest Institute for Families and Children with Special Needs, New Mexico State University and Arizona State University. The project will provide college-level professional development training to 160 teachers serving 3,000 Navajo children. It also will establish community-school-family teams to help ensure that children are ready to succeed when they enter school.

Leaps and Bounds – 2003 to present

The mission of this program is to enhance the community with a research-based program providing parents and family members with theoretical and practical knowledge necessary to prepare their children for kindergarten -- logical mathematic knowledge, language-literacy development, and social competence. The majority of the participants in this program are Hispanic and African-American families. The majority of the adult participants are women. The primary focus of the program is to empower the adult family members to act as “first teacher.” Adults learn how to help support the development of their children’s readiness skills through participation in four, 75-minutes workshops, in which they engage in activities demonstrated by the program facilitator

America Reads - 1997-1999

The U.S. Department of Education, the Corporation for National Service, and the College Presidents' Council have joined together to develop the America Reads Challenge. President Coor charged Dr. Christine Gonzales, Director of ASU Community Programs, and Dr. Billie Enz and Dr. James Christie from the College of Education to form ASU's America Reads steering committee. The goal of this program is to use Federal Work-Study funds to hire 30 ASU students a year to work as "America Reads Leaders." In this capacity the ASU students work with 200 K-3 students every week in after-school programs at low socio-economic schools throughout the valley.

Service Learning - Multicultural Education – 1998

In the spring of 1998, working with Dr. Carlos Vallejo and Dr. Gay Brack (DUAS), I instituted a service learning component for MCE446, Understanding *the Culturally Diverse Child*. 80 pre-program interns worked with 80 kindergarten and first graders at the Salt River elementary School on the Pima Indian Reservation. The interns used both the texts purchased for and the curriculum developed by the America Reads staff (D. Foley, B. Enz, J. Christie, D. Bardsley & J. Hurwitz).

SCHOLARSHIP

Publications

Dissertation

- 1987 - Enz, B. J. (December). Effects of Appropriate and Inappropriate Placement on Poor Readers in Second and Third Grades.

Published Book Chapters

- 2005 - Enz, B.J. Phonemic Awareness: A Review of Research and Ideas for Practice. In C. Cummins (Ed.) In Guidelines for Implementing Early Reading First Projects. International Reading Association. Newark:DE.
- 2003 - Enz, B.J. The A, B C's of Family Literacy, In A. DeBruin-Pareki and B. Krol-Sinclair (Eds.) Family literacy: From theory to practice. International Reading Association. Newark:DE.
- 2002 - Enz, B.J.– Oral language development in B. Guzzetti (Ed.) Encyclopedia of Literacy. ABC – CLIO. Santa Barbara, CA.
- 1999 - Enz, B. J. A University's Response to State Standards. National Education Systems Annual Yearbook. Chicago, Ill.
- 1999 - Enz, B. J. *How to Support Developmentally Appropriate Play from Infancy to Age Three*, in J. Christie, J. Johnson, and T. Yawkey (Eds.) Play and Early Childhood Development, 2nd Ed. Addison-Wesley-Longman. New York, NY.
- 1999 - Enz, B. J., Weber, K., & Campopiano, R. *Distinguished Educators*. In B. Steffy, M. Wolfe, Pasche, & B. Enz (Eds.) Life Cycle of the Career Teacher. Corwin Press. Thousand Oaks,CA.
- 1999 – Clement, M., Enz, B. J., and Powlas, G. *Apprentice Teachers*. In B. Steffy, M. Wolfe, S. Pasch & B. Enz (Eds.) Life Cycle of the Career Teacher. Corwin Press. Thousand Oaks, CA.
- 1999 – Steffy, B., Wolfe, M., Pasch, S., & Enz, B.J. *The Model and Its Application*. In B. Steffy, M. Wolfe, S. Pasch & B. Enz (Eds.) Life Cycle of the Career Teacher. Corwin Press. Thousand Oaks, CA.
- 1999 – Dagenais, R., Steffy, B., & Enz, E.J. *The Emeritus Teacher*. In B. Steffy, M. Wolfe, S. Pasch & B. Enz (Eds.) Life Cycle of the Career Teacher. Corwin Press.Thousand Oaks, CA.
- 1999 - Pasche, S., Wolfe, M. Steffy, B., & Enz, B.J. *Applying the Life Cycle of the Career Teacher Model*. In B. Steffy, M. Wolfe, S. Pasch & B. Enz (Eds.) Life Cycle of the Career Teacher. Corwin Press. Thousand Oaks, CA.
- 1996 - Enz, B. J., Freeman, D., and Wallin, M. *Roles and Responsibilities of the Student Teaching Supervisor: Matches and Mismatches in Perceptions*. In ATE Yearbook, IV, Field Experiences. Corwin Press. Thousand Oaks, CA.

- 1995 - Enz, B. J. *Stage Manager, Co-Player, Director: Adult Play Styles and Children's Literacy Play* (text) in K. Roskos and C. Vukelich (Eds.) Linking Literacy and Play. International Reading Association.
- 1995 - Enz, B. J. and Searfoss, L. *Let the Circle Be Unbroken: Teens as Literacy Learners and Teachers*, in L. Morrow (Ed.) Family Literacy Connections in Schools and Communities. International Reading Association.
- 1995 - Enz, B. J. and Searfoss, L. *Teen Teachers*, in L. Morrow, D. Tracey, and C. Maxwell (Eds.) A Survey of Family Literacy in the United States. International Reading Association.
- 1992 - Enz, B. J. *Guidelines for Selecting Mentors & Creating An Environment for Mentoring*. In T. Bey (Ed.), Issues and Aspects of Mentoring. Monograph for Association of Teacher Educators.
- 1992 - Enz, B. J., Anderson, G., Weber, B. and Lawhead, D. *The Arizona Teacher Residency Program: Commitment, Collaboration and Collegiality*. In G. DeBolt (Ed.) Teacher Induction and Mentoring: School Based Collaborative Programs. SUNY Press.
- 1990 - Greathouse, B., Johnson, G., Enz, B., Anderson, G., and Noggle, N. *Seeking excellence from pre-service to induction. Public schools, state department and university collaboration*. Monograph for American Association of Colleges for Teacher Education.

Published Books

- 2005` Enz, B.J., Bergeron, B., & Wolfe, M. *Dissecting the Apple: An Introduction to Teaching*. Kendall-Hunt Publishers, Dubuque, IA.
- 2003 - Enz, B. J., Kortman, S., & Honaker, C. *Ready, Set, Teach: A Blueprint for the First Year*. Kappa Delta Pi, Indianapolis, IN.
- 2003 - Christie, J., Enz, B. J., & Vukelich, C. *Teaching Language and Literacy: Pre-School through the Elementary Grades*. (Second Ed.). Allyn-Bacon (Addison-Wesley-Longman) New York, NY.
- 2002 - Enz, B. J., Kortman, S., & Honaker, C. *Trade Secret: for Primary/Elementary Teachers*. (Second Ed.). Kendall-Hunt Publishers, Dubuque, IA.
- 2002 - Enz, B. J., Honaker, C., & Kortman, S. *Trade Secret: for Middle/Secondary Teachers*. (Second Ed.). Kendall-Hunt Publishers, Dubuque, IA.
- 2002 - Vukelich, C., Christie, J., & Enz, B.J. *Helping Young Children Learn Language and Literacy*: Allyn – Bacon (Addison-Wesley-Longman) New York, NY.
- 2000 - Enz, B.J. & Kimerer, K. *Teachers, How to Win the Job You Want* (Second Ed.). Kendall-Hunt Publishers, Dubuque, IA.
- 1999 - Enz, B. J. & Kortman, S. *Trade Secrets: Tools, Techniques & Timesavers for Primary/Elementary Teachers*. Kendall-Hunt Publishers, Dubuque, IA.
- 1999 - Enz, B. J. & Honaker, C. *Trade Secrets: Tools, Techniques & Timesavers for Middle/Secondary Teachers*. Kendall-Hunt Publishers, Dubuque, IA.
- 1999 - Steffy, B., Wolfe, M., Pasche, S., & Enz, B. (1999). *Life Cycle of the Career Teacher*. Corwin Press Thousand Oaks, CA.
- 1998 - Enz, B. J., Carlile, B. J. & Omotani, B. J. *The Student Teaching Experience: A Developmental Approach*. Kendall-Hunt Publishers, Dubuque, IA.
- 1998 - Enz, B. J. & Carlile, B. J. *Coaching the Student Teacher: A Developmental Approach*. Kendall-Hunt Publishers, Dubuque, IA.
- 1997 - Enz, B. J. *Teachers, How To Market Yourself Effectively*. Kendall-Hunt Publishers, Dubuque, IA.
- 1997 - Enz, B. J. *Teachers' Toolbox: A Primer for New Professionals*. Kendall-Hunt Publishers, Dubuque, IA.
- 1996 - Christie, J., Enz, B. J., & Vukelich, C. *Teaching Language and Literacy: Pre-School through the Elementary Grades*. Addison-Wesley-Longman, New York, NY.
- 1996 - Enz, B. J., Cook, S., & Weber, B. *Professional Partnerships: The Student Teaching Experience*. 3rd Edition. Kendall-Hunt Publishers. Dubuque, IA.

- 1995 - Roskos, K., Vukelich, C., Christie, J., Enz, B. J. & Neuman, S. *Linking Literacy and Play*, (video & handbook). International Reading Association.
- 1992 - Enz, B. J. & Cook, S. *Gateway to Teaching: From Preservice to Inservice*. Kendall-Hunt Publishers, Dubuque, IA.

Published Tapes

- 1992 - Enz, B. J., Moorman, G., & Blanton, W. *Portfolio Assessment in Student Teaching*. American Association of Colleges of Teacher Education (AACTE).

Journal Articles (Refereed)

2004 www.onlineopinion.com.au/view.asp?article=2305 **Supporting the love of reading and learning: a multi-media approach.** **Foley, D. Enz, B. Posted June 21.**

<http://www.kdp.org/membership/kadelpian.php>

<http://www.kdp.org/membership/kadelpian.php>

- 2003 Enz, B. & Bodemann, T. Ready, Set Communicate New Teacher Advocate. Kappa Delta Pi, Indianapolis, IN.
- 2002 Enz, B. & Kimerer, K. "How to Win the Teaching Job You Want. New Teacher Advocate." Vol. 9 (4) 2-3.
- 1997 - Enz, B. & Christie, J. "Teacher Play Interaction Styles: Effects on Play Behavior and Relationship with Teacher Training and Experience." International Journal of Early Childhood Education, Vol. 2, 55-76.
- 1997 - Enz, B., Kimerer, K., & Freeman, D. "Does the Institution Have an Obligation to Care?" Educational Forum, 62(1), 62-73.
- 1996 - Enz, B. & Searfoss, L. "Expanding Our Views of Family Literacy." The Reading Teacher 49(7), 576-580. International Reading Association.
- 1996 - Searfoss, L. & Enz, B. "Can Teacher Evaluation Reflect Holistic Instruction?" Educational Leadership, 53(6), 38-41.
- 1995 - Enz, B. "Strategies for Promoting Parental Support for Emergent Literacy Programs." The Reading Teacher, 49(2), 168-171. International Reading Association.
- 1995 - Enz, B. and Serafini, F. "Involving Students in the Assessment Process." Teaching K-8, Feb.
- 1993 - Christie, J. & Enz, B. "For Parents Particularly: Providing Resources for Play." Early Childhood Education Journal, Annual Theme Issue, Vol. 69, (5) pp. 291-292.

- 1992 - Christie, J. & Enz, B. "The Effects of Literacy Play Interventions on Pre-Schoolers' Play Patterns and Literacy Development." Early Education and Development, Vol. 3 (3), pp. 205-220.
- 1991 - Searfoss, L. & Enz, B. "The impact of the collaborative literacy intervention project (CLIP) on student achievement." Arizona Reading Journal. Vol. 20 (1). pp. 5-6 and 11-12.
- 1989 - Enz, B. "Proactive parent programs - from school to home: Parents as Partners in Reading Education." Arizona Reading Journal. Vol. 17.
- 1988 - Enz, B. "Ways parents can help - from school to home: Parents as Partners in Reading Education." Arizona Reading Journal. Vol. 17.
- 1988 - Enz, B. "Planning for parent involvement - from school to home: Parents as Partners in Reading Education." Arizona Reading Journal. Vol. 17.
- 1988 - Enz, B. "Parents and the Reading Specialist - from school to home: Parents as Partners in Reading Education" Arizona Reading Journal. Vol. 17.
- 1991 - Enz, B. Perspectives of Mentors and Beginning Teachers on the Importance of Various Mentoring Functions. Eastern Education Journal. 21(1) p. 10-13.

Handbooks, Newsletters, Instrumentation and Technical Reports

- 2003 Enz, B. Message for the LDYC President. LDYC Newsletter – Vol. ` issue 1, Fall.
- 2003 Enz, B., Perry, N., Yi, H.J. Kindergarten Readiness Report: Synthesizes of Research, prepared for the Office of Youth Preparation.
- 2003 Enz, B. & Foley, D. Bedtime for Baby. Tips for Parents Newsletter
- 2002 - Han, M., Prior, J., Gerard, M., Enz, B., & Christie, J. (2002). Environmental print activities. *Literacy Development for Young Children Newsletter*, 10 (1), 2-3.
- 2002 - Enz, B.J., Stamm, J., & Lyons, R. *First Teacher Curriculum Guide*. New Directions Institute. Phoenix, Az.
- 2002 - Enz, B. J., Christie, J., & Vukelich, C. Helping Young Children Learn *Language and Literacy: Birth through the Kindergarten Facilitator Guide*. Addison-Wesley-Longman, New York, NY.
- 2002 - Enz, B. J., Christie, J., & Vukelich, C. *Teaching Language and Literacy: Pre-School through the Elementary Grades Facilitator Guide*. Addison-Wesley-Longman, New York, NY.
- 1996 - Enz, B. J., Christie, J., & Vukelich, C. *Teaching Language and Literacy: Pre-School through the Elementary Grades Facilitator Guide*. Addison-Wesley-Longman, New York, NY.
- 1998 - Professional Attributes and Characteristics Scale. Adapted to new Arizona State Standards for Teachers. (with B. J. Carlile and D. J. Freeman.)
- 1995-00 The Mentor: Newsletter for Mentor Teachers, (with S. Glass and R. Gick - three times a semester).

- 1995-00 The Link: Newsletter for University Supervisors, (with R. Gick - four times a semester).
- 1995-96 *The BEST Bulletin: Newsletter for BEST*, designed to provide support and information to beginning teachers and their mentors. (with BEST trainers).
- 1991 - Instructional Development Scale. Adapted from the Arizona Teachers Residency Instrument to provide objective, specific feedback about the instructional skills of student teachers. (with D. Freeman, S. Cook, J. Stamm, & K. Kimerer).
- 1990 - Semester I Field Experiences Handbook. For the Professional Teacher Preparation Program interns and placement teachers.
- 1990 - Professional Attributes Scale. Designed to provide objective, specific feedback about the field performance of interns and student teachers. (with D. Freeman and S. Cook).
- 1990 - Holistic Assessment: An Integrated Curriculum Model. Instrument designed to help administrators objectively assess teacher performance in classrooms using integrated language arts instruction. (with L. Searfoss).
- 1988 - Final Report: ASU/Maricopa County Teacher Residency Project, Arizona State University. (with G. Anderson).
- 1988-90 TEAMWORK - Newsletter for Arizona Teacher Residency Project. Published 3 times yearly for administrators, mentor and resident teachers in the 25 participating school districts in the State of Arizona. (with G. Anderson, D. Lawhead, & B. Weber).
- 1988 - "Arizona Teacher Residency Program" ERIC ED 298-105 (with G. Anderson, B. Weber, D. Lawhead, & C. Nelson).
- 1987 - Final Report: ASU/Maricopa Country Teacher Residency Project 1987-1988. Arizona State University (with G. Anderson).

Other Creative Activities

- 2005 KTAR radio – Benefits of all day kindergarten.
- 2004 KJZZ radio – National Public Radio, with Nadine Bashas, Issues surrounding school readiness.
- 2003 *Choosing and using videos with young children* – Educating Arizona’s Families, news segment for New Channel 3.
- 2003 *Best books for young children* - Educating Arizona’s Families, news segment for New Channel 3.
- 2003 *Reading strategies for young children* - Educating Arizona’s Families, news segment for New Channel 3
- 2003 *Brain basics* – FYI Chandler Channel 93
- 1989 - *Reading, Decoding and Language Arts. "Using Literature" & . "Vocabulary"*
- 1988 - *Reading, Decoding and Language Arts. "Comprehension" & Using Decoding"*
- Video series developed for RDG 401-402 Arizona State University. (with N. Silvaroli, L. Searfoss and J. Christie).

Sponsored Projects

- 2005 Leaps and Bounds, Women and Philanthropy. with Marilyn LaCount and Michelle Rhodes, \$25,000/
- 2004 First Teacher Project, ALPHA partnership, with Jill Stamm. \$10,000.
- 2004 Navajo Early Education Partnership, Title II Grant, \$2.5 million. With K. Burnstein, J. Blanchard, J. Christie, D. Pany, Tanis Bryant.
- 2002 - Chandler Literacy Task Force – with New Directions. *Building a Seamless Support for Family Literacy* - \$750,000.
- 2002 - Office of Youth Preparation Grant – *Kindergarten Readiness* Project - \$12,000.
- 2002 - Regent Grant *Helping Every Teacher Reach ESL Children.* - \$25,000.
- 2000 – First Teacher Project - with Jill Stamm 1 million over 3 years. Funded by Arizona Community Foundation.
- 2000 – State wide Title II Grant with Patty Horn and Nancy Hass for 2 million (not funded)
- 1999 – Beginning Educator Support Team – \$30,000. Funded by Arizona Community Foundation.
- 1990-97 Collaboration Literacy Intervention Project, with L. Searfoss, \$2,000 - \$5,000 yearly for statistical analysis (Tempe Elementary District #3).
- 1990 - Arizona State Department of Education, ASU/Maricopa County Teacher Residency Project (\$50,000) in collaboration with G. Anderson, Co-Principal Investigator.
- 1989 - Arizona State Department of Education, Literacy Intervention Development Project (\$4,000) in collaboration with L. Searfoss, Co- Principal Investigator.

- 1988 - Arizona State Department of Education, School Improvement Unit, ASU/Maricopa County Teacher Residency Project (\$130,000) in collaboration with G. Anderson, Co-Principal Investigator.
- 1988 - Arizona State Department of Education, Literacy Intervention Development Project (\$24,000) in collaboration with L. Searfoss, Co- Principal Investigator.
- 1987 - Arizona State Department of Education, School Improvement Unit, ASU/Maricopa County Teacher Residency Project (\$74,000) in collaboration with G. Anderson, Co-Principal Investigator.

Presentations – Literacy – Teacher Education

International Conferences

- 2004 Enz, B.J. Learning from the Inside Out. New Ways to Teach, New Ways to Learn Conference. University of Cairo, Cairo, Egypt.
- 2004 Enz, B.J. Management by Personality. New Ways to Teach, New Ways to Learn Conference. Dubai, United Arab Emerence.
- 2001 - Enz, B.J. Literature and Literacy as Play. Encontra International O Desafio de Lira Escrever. Lisbon, Portugal.
- 2001 - Enz, B.J. Assessing Children Literacy Development. International Conference on Literacy. Lisbon, Portugal.
- 1997 - Enz, B. J., Christie, J., Fine, G., Stone, S., and Vukelich, C. Children's Literacy Play. Lisbon, Portugal.
- 1995 - Enz, B. J., Christie, J., Roskos, K., & Vukelich, C. Linking Literacy and Play. World Congress of the International Reading Association, Salzburg, Austria
- 1992 - Enz, B. J., Christie, J., Hall, N., & Roskos, K. Teacher Involvement in Literacy Play, Play and Literacy Conference, Manchester, England
- 1992 - Enz, B. J., & Christie, J. Teacher Education: A Key Element in Improving School Play. International Children Council, Paris, France.

National Conferences

- 2005 Enz, B.J. & Twardosz, S The ABC's of Early Literacy Learning for Parents and Teachers: Concepts from Developmental Neuroscience. International Reading Association, San Antonio, TX.
- 2005 Enz, B.J. & Hanson, C. Integrating Arts in Literature Study. International Reading Association, San Antonio, TX.
- 2005 Enz, B.J., Mendoza, A., & Rhodes, M. Learning in Leaps and Bounds. Association of Childhood Education International. Washington, DC.
- 2004 Enz, B.J. Supporting Early Language and Literacy Development. Libraries of the Future. Tempe, Az.
- 2004 Enz, B.J., Effects of Environmental Print Activities on Young Children's Print Recognition. Association of Childhood Education International. New Orleans, LA.
- 2004 Enz, B.J., Han, M., Gerard, M., Prior, J. Hanson, C. Real World Print in the Classroom: Creating Instructional Materials for Meaningful Reading Connections with Young Children". International Reading Association, Reno, NV.
- 2004 Enz, B.J., Christie, J A is for Apple Jacks: How Early Literacy Instruction Can Connect to the Real World. Featured Presentation. International Reading Association, Reno, NV.
- 2004 Enz, B.J., Stamm, J. International Reading Association, Supporting Parents as First Literacy Teachers: From Cradle to Kindergarten Reno, NV.
- 2003 "Real World Print in the Classroom: Instructional Materials for Meaningful Reading Connections with Young Children". International Reading Association, Orlando, FA.
- 2003 Enz, B.J., Christie, J., Han, M., Gerard, M., Prior, J., Xu, S, Examining Environmental Print as a Learning Tool in Diverse Primary Classrooms. National Reading Conference
- 2003 - Enz, B.J., Christie, J., Han, M. Gerard, M., & Prior, J. Grocery Stores, Restaurants, and Pokeman: Using Environmental Print as Teaching and Assessment Tools. Association of Childhood Education International. Phoenix, AZ.
- 2003 - Enz, B.J., Lyons, R., & Stamm, J. From Neurons to Nurseries: Helping Caregiver Expand Children's Learning Opportunities. Association of Childhood International. Phoenix, AZ.
- 2002 - Enz, B.J., Christie, J., Han, M. Gerard, M., & Prior, J. Using environmental print as teaching materials and assessment tools International Reading Association, San Francisco, CA.
- 2002 - Christie, J. & Enz, B. Using Environmental Print to help children break the code. Pre-conference Institute. Annual Conference International Reading Association. San Francisco, CA.
- 2000 – Enz, B., Ramey, C., Stamm, J., & Johnson J. Family Literacy 2000: Implications of Neural-Research on Language and Literacy Development. Pre-conference Institute. Annual Conference International Reading Association, Indianapolis, IN.

- 1997 - Enz, B., J., Paratore, J., Purcell-Gates, V., Shanahan, T., Padak, N., & Rasinski, T. *Conversations about Literacy in Families, Homes, and Schools: Learning to Connect What We Have Learned*. International Reading Association, Atlanta, GA.
- 1997 - Enz, B. J., Roskos, Neuman, S., Vukelich, C., & Christie, J. *Linking Literacy and Play*. International Reading Association, Atlanta, GA.
- 1996 - Enz, B. J., Roskos, K., Neuman, S., Vukelich, C., & Christie, J. *Linking Literacy and Play*, an invited presentation. International Reading Association, New Orleans, LA.
- 1996 - Enz, B. J., McGee, L., & Neuman, S. *Facing New Challenges in Early Childhood Literacy Development: Issues of Practice, Changing Structures, and Collaboration for Teacher Development*. An invited institute for the International Reading Association, New Orleans, LA. Institute co-chair.
- 1995 - Enz, B. J., Musson, M., Neuman, S., & Morrow, L. *Let the Circle Be Unbroken*. Family Literacy Institute, International Reading Association, Anaheim, CA.
- 1995 - Enz, B. J., Christie, J., Roskos, K., Morrow, L., Neuman, S., & Vukelich, C. *Critical Issues in Emergent Literacy: Research Synthesis, Implications for Practice, and Future Directions*. National Reading Conference, New Orleans, LA.
- 1995 - Enz, B. J., Searfoss, L., & Lawson, M. *A Five-Year Study of the Effects of an Early Intervention Project on Student Achievement, School District Strategic Planning, and Teachers' Professional Growth*. American Educational Research Association, San Francisco, CA.
- 1995 - Enz, B. J. *Adult Support of Children's Literacy Play*. Linking Literacy with Play Institute, International Reading Association, Tempe, AZ.
- 1994 - Enz, B. J. *Teacher Conversations and Instructional Change*. International Reading Conference, Coronado, CA.
- 1994 - Enz, B. J., & Christie, J. *Teacher Play Style Interactions and Their Impact on Children's Language Literacy*. American Educational Research Association, New Orleans, LA.
- 1994 - Enz, B. J. & Greathouse, B. *Partnerships among Schools, Families, and Businesses that Enhance Student Achievement*. The Association for Childhood Education International, New Orleans, LA.
- 1993 - Enz, B. J. & Searfoss, L. *Theoretical and Technical Considerations in Extending One-to-One Intervention to Group Settings*. National Reading Conference, Charleston, SC.
- 1993 - Enz, B. J. & Christie, J. *Teacher Play Style Interactions and Their Impact on Children's Language and Emergent Literacy*. National Reading Conference, Charleston, SC.
- 1993 - Enz, B. J., Morrow, L., Paratore, J., Taylor, D., Neuman, S., Searfoss, L., & Liggett, T. *Family Literacy and Learning in Schools: Building Key Partnerships*. 38th Annual Convention (Professional Institute), International Reading Association, San Antonio, TX.
- 1993 - Enz, B. J. & Christie, J. *Serendipity Science*. Association for Childhood Education International, Phoenix, AZ,

- 1992 - Enz, B. J. & Searfoss, L. Evaluating Teacher Performance in Integrated, Holistic Classrooms: Mismatched Paradigms, the Status Quo, and Missed Opportunities. National Reading Conference, San Antonio, TX.
- 1992 - Enz, B.J. & Searfoss, L. Collaborative Literacy Intervention Program: A Three-Year Study. National Reading Conference, San Antonio, TX.
- 1992 - Enz, B. J. & Searfoss, L. Collaborative Literacy Intervention Project: A Two-Year Study. American Educational Research Association, San Francisco, CA.
- 1991 - Enz, B. J., Searfoss, L., & Syllaba, M.L.. Collaborative Literacy Intervention Project: A Two-Year Study. 41st Annual National Reading Conference, Palm Springs, CA.
- 1991 - Enz, B. J. & Christie, J. The Role of Play in Emergent Literacy: A Follow-Up Study. 41st Annual National Reading Conference, Palm Springs, CA.
- 1991 - Enz, B. J., Searfoss, L., Christie, J., Morrow, L., Neuman, S., Roskos, K., & Mandel-Glazer, S. Developing Collaborative Approaches: Improving the Literacy Levels of At-Risk, K-3 Children Institute. Annual International Reading Association Conference, Las Vegas, NV.
- 1991 - Enz, B. J., Pellegrini, A., Morrow, L., Roskos, K., Neuman, S., Vukelich, C., & Christie, J. Play as a Context for Literacy Development. Symposium, Effects of Literacy Materials and Adult Guidance on Preschoolers' Play Behavior and Literacy Development. American Educational Research Association, Chicago, IL.
- 1990 - Enz, B. J., Lawson, M., & Tyler, B. Collaborative Literacy Intervention Project. International Reading Association, Atlanta, GA.
- 1989 - Enz, B. J. & Fox, A. 90% Success Solution. International Reading Association, New Orleans, LA.
- 1988 - Enz, B. J., Anderson, G., Maddox, E., & Wigner, M. Finding Shoes That Fit. International Reading Association (IRA), Toronto, Canada.

Regional Conferences

- 1992 - Enz, B. J., Rutherford, D., & Veatch, J. Love, Laps and Learning to Read: Literacy from Parents to Progeny. 20th Annual Southwest Regional Conference, Tucson, AZ.
- 1990 - Enz, B. J. & Shepperson, G. What You Expect Is What You Get: The Importance of Realistic Expectations. 18th Annual Southwest Regional Conference, Albuquerque, NM.
- 1988 - Enz, B. J. Making the Most of Story Time. 7th Annual Southwest Regional Conference, Little Rock, AR.
- 1988 - Enz, B. J., Anderson, G., & Wigner, M. Finding Shoes That Fit: Affects of Appropriate Placement. 16th Annual Southwest Regional Conference, Oklahoma City, OK.

State Conferences

- 2004 Enz, B.J., & Christie, J. A is for Apple Jacks: How Early Literacy Instruction Can Connect to the Real World" ASU Language & Literacy Conference, Tempe, Az.
- 2004 Enz, B.J. Key note, The A, B, C's of Early Literacy., Literacy-Biliteracy Head Start Conference, Phoenix, AZ.
- 2003 - Enz, B.J. The A, B, C's of Family Literacy, 12th Annual Celebrate the Young Child. Glendale, Az.
- 2003 - Enz, B.J., Han, M., Gerard, M., & Prior, J. Connecting Home to School: Instructional Uses of Environmental Print. 33th Annual Reading Conference. Tempe, AZ.
- 2002 - Enz, B.J. ABC's of Family Literacy. Native American Indian Conference. Mesa, Az.
- 2001 - Christie, J., Enz, B., Han, M., Gerard, M., & Prior, J. Environmental Print: An Assessment Instrument and Instructional Activity. 31th Annual Reading Conference. Phoenix, AZ.
- 2000 - Enz, B., Enz, T., & Foley, D. Linking Math and Literature. 30th Annual Reading Conference. Phoenix, AZ.
- 1999 - Christie, J. F. & Enz, B. J. Play, Literacy and Problem-Solving: Bridging Real-Life Reading and Writing into the Classroom. 29th Annual Reading Conference, Arizona State University, Tempe, AZ.
- 1998 - Bardsley, D., Enz, D. & Enz, B. J. America Reads. 28th Annual Reading Conference, Arizona State University, Phoenix, AZ.
- 1997 - Enz, B. J. & Christie, J. Linking Literacy and Play. Arizona State University 27th Annual Reading Conference, Phoenix, AZ.
- 1995 - Enz, B. J. & Enz, D. Linking Literacy and Dramatic Play. Caregivers Conference, Phoenix, AZ.
- 1995 - Enz, B. J. & Christie, J. Communicating with Parents about Emergent Literacy. Arizona State University 25th Annual Reading Conference, Phoenix, AZ.
- 1993 - Enz, B. J. & Christie, J. Setting the Stage for Literacy Play. Arizona Reading Association, Mesa, AZ.
- 1992 - Enz, B. J. & Christie, J. Cookbook, Plane Tickets, and Birthday Cards: Literacy Play and At-Risk Learners. California Reading Association, San Diego, CA.
- 1992 - Enz, B. J. & Christie, J. Airplanes, Cars, and Buses: Literacy Learning during Dramatic Play. Arizona Reading Association, Casa Grande, AZ.
- 1992 - Enz, B. J. & Christie, J. Creating Dramatic Play Centers. ASA/PDK/ADE Winter Conference, Tempe, AZ.
- 1992 - Enz, B. J., Searfoss, L., and Marsten, R. Beyond Evaluation: Assessment and the Holistic Practitioner. Arizona State University 22nd Annual Reading Conference, Phoenix, AZ.

- 1991 - Enz, B. J., Searfoss, L., Christie, J., & Anderson, G. Preventing Failure in Reading and Writing. California Reading Association Conference, Sacramento, CA.
- 1991 - Enz, B. J. & Heck, P. Let the Circle Be Unbroken: Literacy from Parent to Progeny. 21st Annual ASU Reading Conference, Phoenix, AZ.
- 1991 - Enz, B. J. & Christie, J. Sensory Power Science. 21st Annual ASU Reading Conference, Phoenix, AZ.
- 1990 - Enz, B. J. & Searfoss, L. Emergent Literacy and the At-Risk First Grader. California Reading Association, Anaheim, CA.
- 1990 - Enz, B. J. & Christie, J. Literate Dramatic Play Centers. California Reading Association, Anaheim, CA.
- 1999 - Enz, B. J. & Heck, P. Club RIF: Let the Circle be Unbroken. Arizona Reading Association Fall Conference in Sierra Vista, AZ.
- 1990 - Enz, B. J. & Christie, J. Play's the Thing: Enhancing Literacy Through Play. Arizona Reading Association Fall Conference, Sierra Vista, AZ.
- 1990 - Enz, B. J., Bemis, B., Henry, J., & Lindell, M. Parents as Partners - Programs that Work. Arizona Reading Association Fall Conference, Sierra Vista, AZ.
- 1990 - Enz, B. J., Christie, J., and Lin, M. Making Play Centers Literate. 20th Annual ASU Reading Conference, Phoenix, AZ.
- 1989 - Enz, B. J. Positively Primary: Fall Festival. WOW Conference, Phoenix, AZ.
- 1989 - Enz, B. J., Corley, D., & Euriech, M. Positively Primary: Sensory Power Learning. Arizona Reading Association Fall Conference, Phoenix, AZ.
- 1989 - Enz, B. J. Serendipity Science. Phoenix West Reading Council Mini-Conference, Phoenix, AZ.
- 1989 - Enz, B. J. Serendipity Science. Yavapai Reading Council Mini-Conference, Prescott, AZ.
- 1989 - Enz, B. J. From School to Home: Involving Parents in Literacy Instruction. 19th Annual Arizona State Reading Conference, Phoenix, AZ.
- 1988 - Enz, B. J. & Anderson, G. No Pain, No Gain vs. A Successful Formula for Poor Readers. 18th Annual Arizona State University Reading Conference, Phoenix, AZ.
- 1988 - Enz, B. J. & Anderson, G. No Pain, No Gain vs. a Successful Formula for Poor Readers. Arizona Reading Association State Conference, Flagstaff, AZ.
- 1988 - Enz, B. J. & Lindsay, T. Tying It All Together. Painted Desert Mini-Conference, Casa Grande, AZ.
- 1988 - Enz, B. J. Serendipity Science. Cochise and Huachuca Mini-Conference, Sierra Vista, AZ.

1987 - Enz, B. J. Making the Most of Story Time. Arizona Reading Association State Conference, Tucson, AZ.

Presentations - Teacher Education

National Conferences

- 2005 Kortman, S. & Enz, B. Induction as a Context for Development: Support *to* Competence and Accountability. American Education Research Association. Montreal CN.
- 2005 Enz, B., Kortman, S. Building Quality Teaching and Student Learning through Induction and Mentoring: University and District Partnerships. Association of Teacher Educators, Chicago, Ill.
- 2003 Enz, B., Kortman, S., Honaker, C. Ready, Set Teach: A Blueprint for Teaching Success. Kappa Delta Pi, Bi Annual Convocation. St. Louis, MO.
- 2002 - Enz, B., Kortman, S., Honaker, C. & Wolfe, M. Sharing Accountability for New Teachers: Building University-District Collaborations. Annual Conference of American Association of Colleges of Teacher Education, New York, NY.
- 2001 - Wolfe, M. Steffy, B., Pasch, S. & Enz, B. New Teacher Institute: A Life Cycle Approach. Featured Panel. Kappa Delta Pi, Bi Annual Convocation. Orlando, FL.
- 2001 - Kortman, S., Honaker, C. & Enz, B. BEST: A Comprehensive Approach. Kappa Delta Pi, Bi Annual Convocation. Orlando, FL.
- 2001 - Wolfe, M. Steffy, B., Pasch, S. & Enz, B. Life Cycles: When All the Pieces Fit Together, San Jose, CA.
- 2001 - Wolfe, M. Steffy, B., Pasch, S. & Enz, B. Life Cycles: When All the Pieces Fit Together, AERA Seattle, WA.
- 2000- Wolfe, M., Steffy, B., Pasch, S. & Enz, B. Reconceptualizing Professional Development: A Life Cycle Model for Classroom Teachers. University Council for Educational Administration. Albuquerque, NM.
- 1999 – Wolfe, M. Steffy, B., Pasch, S. & Enz, B. Implementing the Life Cycle of the Career Teacher Model. Featured Panel. Kappa Delta Pi, Bi Annual Convocation. Baltimore, MD.
- 1999 – Enz, B. & Enz, T. Tips, Tools, and Timesavers for Beginning Teachers. Bi-Annual Kappa Delta Pi. Baltimore, MD.
- 1999 – Enz, B. B.E.S.T. Practices in Induction. Invited presentation for National Panel on Induction. American Association of College of Teacher Education. Washington, D.C.
- 1999 – Wolfe, M. & Enz, B. Life Cycle of a Career Teacher. Association of Teacher Educators. San Antonio, TX.
- 1999 - Enz, B. J., Wactler, C., Stamm, J. & Carlile, B. J. An Informationalist Orientation to Teaching. Association of Teacher Educators, Chicago, IL.

- 1998 - Wickendon, T., Shoemaker, C. & Enz, B. J. Preparing New Teachers for New State Standards. National Evaluation System, Annual Conference, Chicago, IL.
- 1998 - Enz, B. J. BEST Practices in Induction Programs. National Conference for Induction Practices, Chicago, IL.
- 1998 - Enz, B. J., & Stamm, J. Offering New Teachers the B.E.S.T. Association of Teacher Educators, Dallas, TX.
- 1998 - Moorman, G., Blanton, W. & Enz, B. J. Developing and Implementing a Social Constructivist Framework in Teacher Education: The Transformation of a College. Association of Teacher Educators, Dallas, TX.
- 1998 - Wactler, C., Stamm, J. & Enz, B. J. When Philosophy Meets the Internet: Guiding Student Teachers' Understanding of Post-Modernism and the Role of the Teacher. Association of Teacher Educators, Dallas, TX.
- 1998 - Moorman, G., Blanton, W. & Enz, B. J. Developing and Implementing a Social Constructivist Framework in Teacher Education: The Transformation of a College. American Association of Colleges for Teacher Education, New Orleans, LA.
- 1998 - Stamm, J., Enz, B. J. & Wactler, C. An Informationist Orientation to Teaching: An Analysis of Post-Baccalaureate Student Teachers' Response. American Association of Colleges for Teacher Education, New Orleans, LA.
- 1997 - Enz, B. J., Wolfe, M., Odell, S., & Day, B. Supporting New Teachers: Kadelpian Success Stories. Association of Teacher Educators, Washington, DC.
- 1997 - Enz, B. J. & Carlile, B. Seeing the Forest . . . and the Trees: Helping Student Teachers and Mentors Assess and Improve Instruction. Association of Teacher Educators, Washington, DC.
- 1997 - Enz, B. J. & Smith, G. Beginning Educator Support Team (BEST) Program. American Association of Colleges for Teacher Education 49th Annual Meeting, Phoenix, AZ.
- 1996 - Enz, B. J., Carlile, B., Freeman, D., Stamm, J., and Wactler, C. Student and Mentor Teachers' Instructional Orientations Influence on Feedback. American Educational Research Association, New York, NY.
- 1996 - Enz, B. J. The Multifaceted Roles of the University Supervisor, in the "Handbook of Field Experiences." Association of Teacher Educators, St. Louis, MO.
- 1996 - Enz, B. J., Kimerer, K., Smith, G., Stamm, J., and Wactler, C. It's a Buyer's Market: Helping Student Teachers 'Sell' Themselves. Association of Teacher Educators, St. Louis, MO.
- 1996 - Enz, B. J., Carlile, B. J., and Freeman, D. 'Next Time You Should . . .': A Study of the Nature and Impact of Instructional Feedback. Association of Teacher Educators, St. Louis, MO.

- 1995 - Enz, B. J., Freeman, D., Carlile, B., & Wrana, J. Student Teachers and Mentor Conversations: A Study of the Nature and Impact of Instructional Feedback. American Educational Research Association, San Francisco, CA.
- 1995 - Enz, B. J. & Buchanan, N. If It's Tuesday, This Must Be Jefferson High School: Supervisors' Use of Time. American Educational Research Association, San Francisco, CA.
- 1995 - Enz, B. J. & Lamont, W. Viewing the Role of Student Teaching Supervisor Through Cross-Cultural Perspectives. American Educational Research Association, San Francisco, CA.
- 1995 - Enz, B. J., Kimerer, K., Lamont, W., & Sudzina, M. Teacher Learning Center: A Wholistic, Student-Centered Approach to Teacher Preparation. American Association of Colleges of Teacher Education, Washington, D.C.
- 1994 - Enz, B. J., Kimerer, K., Lamont, W., & Crowell, B. An Obligation to Care: Identifying, Diagnosing, and Supporting the 'At-Risk' Student Teacher. American Educational Research Association, New Orleans, LA. Invited presentation.
- 1994 - Enz, B. J. & Christie, J. Teacher Role Options During Play. The Association for Childhood Education International, New Orleans, LA.
- 1994 - Enz, B. J., Odell, S., & Huling-Austin, L. Gateway to Teaching: Bridging the Gap from Pre-Service to In-Service. Featured presentation for Mentor Commission Workshop, Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J., Kimerer, K., Lamont, W., & Moorman, G. Teaching Learning Center: Working with 'At-Risk' Student Teachers. Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J. & McCammon, L. Cooperation, Competition, or Chaos? Perspectives of the University Supervisor's Role. Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J., Manera, B., Kimerer, Stamm, J., & Young, J. Putting It Together for the First Time: A Model for Student Teacher Success. Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J., Huling-Austin, L., Kimerer, K., Odell, S., Vulich, J., Mackiel, D., & Edick, N. Lessons Learned from Beginning Teachers: Implications for Teacher Preparation and Induction Program. Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J., Ryan, K., & Kay, R. Preparing Teachers as Character Educators in the Classroom: What Teacher Educators are Doing. Association of Teacher Educators, Atlanta, GA.
- 1994 - Enz, B. J., Moorman, G., & Blanton, B. Portfolio Assessment in Student Teaching. Association of Teacher Educators, Atlanta, GA.
- 1993 - Enz, B. J., Freeman, D., & Wallin, M. Defining an Institutional Enigma: Role and Functions of the University Supervisor. American Educational Research Association, Atlanta, GA.
- 1993 - Enz, B. J. & Searfoss, L. Who Evaluates Teacher Performance? Mismatched Paradigms, the Status Quo, and Missed Opportunities. American Educational Research Association, Atlanta, GA.

- 1993 - Enz, B. J. Evaluation: A Mechanism for Strengthening School Programs. Wilson Education Center, Indiana School System, Jeffersonville, IN.
- 1993 - Enz, B. J. Mentoring in the Teaching Profession: Pre-Service and Induction Workshop. Mentoring Commission, Association for Teacher Educators, Los Angeles, CA.
- 1993 - Enz, B. J. Future Directions of Mentoring: Reconciling the Vision with Practical Realities. Commission on the role and preparation of mentor teachers. Association of Teacher Educators, Los Angeles, CA.
- 1992 - Enz, B. J. & Searfoss, L. Evaluating Teacher Performance in Integrated, Holistic Classrooms. National Reading Conference, San Antonio, TX.
- 1992 - Enz, B. J. Evaluation: A Mechanism for Strengthening Induction Programs. Featured presentation for Induction SIG-Association of Teacher Educators. 72nd Annual Conference, Orlando, FL.
- 1992 - Enz, B. J. & Cook, S. Student Teachers' and Cooperating Teachers' Perspectives of Mentoring Functions: Harmony or Dissonance. American Educational Research Association, San Francisco, CA.
- 1992 - Enz, B. J., Cook, S., & Wallin, M. New Harmonies or Old Melodies? Student Teachers' Perceptions of Cooperating Teacher Functions. Association of Teacher Educators 72nd Annual Conference, Orlando, FL.
- 1992 - Enz, B. J., Odell, S., Bey, T., Huling-Austin, L., Kay, R., & Wolfe-Eichner, D. Issues and Aspects of Mentoring. Association of Teacher Educators 72nd Conference, Orlando, FL.
- 1992 - Enz, B. J., Moorman, G., Blanton, W., & Searfoss, L. Student Teacher Based Portfolio Assessment. Association of Teacher Educators 72nd Annual Conference, Orlando, FL.
- 1992 - Freeman, D., Enz, B. J. & Linton, M. Enhancing Diversity Through Teacher Education Programs for Teacher Aides. American Association of Colleges for Teacher Education, San Antonio, TX.
- 1992 - Moorman, G., Enz, B. J. & Blanton, W. Portfolio Assessment in Student Teaching. American Association of Colleges for Teacher Education, San Antonio, TX.
- 1991 - Huling-Austin, L., Odell, S., Enz, B. J. & Bey, T. Mentoring: New Directions for Program Development, Implementation and Evaluation. A workshop sponsored by the National Commission on the Role and Preparation of Mentor Teachers. Keynote address: "Mentoring: Past, Present and Potential." Association of Teacher Educators, New Orleans, LA.
- 1991 - Enz, B. J. & Anderson, G. Innovative Practices in Student Teaching: Two Case Studies. Association of Teacher Educators, New Orleans, LA.
- 1991 - Enz, B. J. & Anderson, G. When Mentors and Novices Talk: Research Findings and Program Implications. Association of Teacher Educators, New Orleans, LA.
- 1991 - Enz, B. J. & Moorman, G. Cognitive Apprenticeship: Two Case Studies. Association American Colleges of Teacher Education, Atlanta, GA.

- 1990 - Enz, B. J. & Anderson, G. A Two-Year Study of Mentoring Functions: Mentors' and Residents Changing Perspectives. American Educational Research Association, Boston, MA.
- 1990 - Enz, B. J., Wiley, C., Lawhead, D., Anderson, G., and Weber, B. The Arizona Teacher Residency Program: Collaboration, Collegiality and Concern for Beginning Teacher Success. Association for Supervision and Curriculum Development, San Antonio, TX.
- 1990 - Huling-Austin, L., Odell, S., Enz, B. J., Bey, T., Hegler, K., & Sprinthall, L. Lead, Follow or Get Out of the Way: What is the Role of Higher Education in Teacher Induction? Association of Teacher Educators, Las Vegas, NV.
- 1990 - Enz, B. J. & Meger, G. Beginning Teachers: What They Need, What They Want, and What They Are Getting. Association of Teacher Educators, Las Vegas, NV.
- 1990 - Enz, B. J. & Anderson, G. Instruction in Assessment and Supervision: Effects on Mentors and Residents' Classroom Performance. Association of Teacher Educators, St. Louis, MO.
- 1989 - Enz, B. J. & Anderson, G. What Should Mentors Do? Mentors' and Residents' Perspectives. National Council of States on In-Service Education, San Antonio, TX.
- 1989 - Enz, B. J., Johnson, G., Greathouse, B., Noggle, N., and Anderson, G. Seeking Excellence from Pre-Service to Induction: Public Schools, State Department, and University Collaboration. American Association of Colleges of Teacher Education (AACTE), Anaheim, CA.
- 1989 - Enz, B. J. & Anderson, G. Training and Retaining the Best: A Continuum of Effective Teacher Preparation from Internship through Residency. American Association of Colleges for Teacher Education (AACTE), Anaheim, CA.
- 1989 - Enz, B. J., Anderson, G., Weber, B., Lawhead, D., & Nelson, C. Instruction in Assessment and Supervision: Effects on Mentor and Residents' Classroom Performance. Showcase Presentation, Association of Teacher Educators (ATE), Providence, RI.

State Conferences

- 1998 - Enz, B.J. Developing a Professional Portfolio. Urban Teacher Corps Professional Development Conference. Rio Salado College, Tempe, AZ.
- 1992 - Enz, B. J., Smith, G., Wactler, C., Hehr, T., & Stamm, J. Lasting impact: Enhancing the power of the cooperating teacher. PDK/ASU Winter Conference, Tempe, AZ.
- 1992 - Enz, B. J. & Kimerer, K. Intervention: Alternative to teacher failure. PDK/ASU Winter Conference, Tempe, AZ.
- 1990 - Enz, B. J. When Mentors and Beginners Talk: What Are the Issues? Second Annual Teacher Induction Conference, Phoenix, AZ.

- 1989 - Enz, B. J. & Anderson, G. What Should Mentors Do? Mentors and Residents Perspectives. Phi Delta Kappa and Association for Supervision and Curriculum Development, Phoenix, AZ.
- 1989 - Enz, B. J. Arizona Teacher Residency Project: Teacher Induction a Necessity. Arizona School Administrators Annual Spring Conference, Phoenix, AZ.
- 1989 - Enz, B. J. The Beginning Teacher: What They Need, What They Want, and What They Are Getting. Arizona Teacher Residency Project Conference (ATRP), Mesa, AZ.
- 1988 - Enz, B. J. Training and Retaining the Best: A continuum of Effective Teacher Preparation from Internship through Residency. PDK/ASCD Fall Conference, Tucson, AZ.
- 1988 - Enz, B. J., Anderson, G., & Wiley, C. Arizona Teacher Residency Project: A Statewide Induction Program. Featured Presentation, Arizona Reading Association Fall Conference, Flagstaff, AZ.

INFLUENCE ON PRACTICE

Collaborative Literacy Intervention Program 1988-1998

The Collaborative Literacy Intervention Project (CLIP) began in 1988-89 as a partnership of Tempe Elementary School District #3, the Arizona Department of Education, and the College of Education at Arizona State University. The project developed as a program to help at-risk first grade students improve their reading and writing skills. Dr. L. W. Searfoss and I serve as research consultants for the CLIP project.

Teachers completed 10 months and over 120 hours of training, and were closely supervised throughout the training cycle, including monthly on-site visits. Tutoring consisted of daily, tightly-scripted 30-minute sessions aimed at providing direct instruction and practice in reading and writing. Overall project design and underlying instructional principles and teaching strategies were based conclusions and assumptions about literacy and literacy learning developed over the past decade by educators at all levels. The theoretical foundation for CLIP comes from these major strands taken from recent research and practice.

- (1) Learning to read and write are best accomplished when children see a purpose for literacy and are taught to become independent, strategic readers and writers (Goodman, Smith, Meredith, & Goodman, 1987).
- (2) When children fail to learn to read and write in their first efforts, early, intensive intervention programs can be an educational and economic investment (Clay, M., 1985; Slavin, Madden, Karweit, Livermon, & Dolan, 1990).

During the pilot year of the program 1989-90, CLIP extended the teaching training component to include teachers from seven rural districts. In the subsequent years CLIP sent trainers to districts in Colorado, Nevada and California.

Now entering its twelfth year, CLIP has trained over 800 teachers and has served approximately 1800 first grade students. The multi-year research agenda (we follow the children for three years) has enabled us to demonstrate that CLIP has long-term, sustained impact on the children who have received the CLIP instruction. Further, the teacher-training component has produced 36 CLIP trainers and five additional training sites in Arizona.

Two doctoral dissertation studied the CLIP effectiveness and one master's thesis was designed to research the teacher training aspect. We have been able to present information about CLIP and our research at the American Educational Research Association, the International Reading Association, and the National Reading Conference. Further, the Morrison Research Institute at ASU evaluated 40 K-3 intervention programs in 1993-1994 and CLIP was named as the most effective program for helping first graders become independent readers and writers.

SERVICE TO COMMUNITY

Community Programs - As a consultant to Arizona Community Foundations (ACF) from 1999-2000, I developed two new initiatives, *The Learning Community School and the Parents as First Teachers Project*, that:

- ❑ Support Arizona communities in their efforts to improve education for their children from infancy through high school.
- ❑ Provide children, parents, and educators multifaceted opportunities for interpersonal and cognitive growth.

1. Learning Community Schools (LCS) The objective of LCS's initiative is to improve student performance by creating a comprehensive partnership between families, teachers, and administrators that attends to the needs of the whole child, and the needs of the entire family. The LCS concept also addresses the medical, social, educational, and recreational needs of all families within its attendance boundaries. Another feature of LCS's is the dual-focus of helping parents to expand their education and improve their job skills. Schools that received these grants have already demonstrated the ability to:

- ❑ Offer a broad-range of social, health, and educational services to parents and their children..
- ❑ Develop partnerships with community agencies that features the school as a center for receiving community services.
- ❑ Implement a planning process that includes educators, parents and community members. These partnerships also teach parents how to become proactive partners in the education of their children.

2. First Teacher Project. This initiative serves Arizona's youngest citizens, children from birth to age five. Traditionally the public education system has paid little attention to children in this age span. However, recent research findings have caused both scientists and educators to rethink this policy. The purpose of the First Teacher project is to increase parental awareness of implications of brain research and to help parents understand and enact their powerful role as first teacher. Unfortunately, many parents and grandparents are unaware of the crucial role they play in the child's early development. The First Teacher Project uses trained classroom teachers to deliver information to parents. This instruction help parent engage their infants and toddlers in a manner that will enhance their child's learning potential and readiness to learn and improve family (parents and grandparents) involvement in schools. (I serve as a co-director of this project).

3. Leaps and Bounds – This initiative serves families of young children helping them to provide academic learning opportunities through everyday activities. The pilot for this program is focused in Isaac and Roosevelt school districts. Briefly the readiness skills the project will focus on include:

- **Pre-reading** - Children should develop: phonological processing, letter knowledge, print awareness, writing, and interest in and appreciation of books, reading, and writing.
- **Language skills** - Children should develop receptive and expressive vocabulary skills, narrative understanding; phonology; grammatical knowledge; and conversational skills.
- **Pre-mathematics** – Children should have knowledge and skills that include number concepts, number operations, geometry concepts, and spatial reasoning.
- **Social and emotional competencies** – Children need to develop the ability to relate to teachers and peers in positive ways, and the ability to manage feelings in age-appropriate ways.

Reading/Language Arts Workshops for School Districts

- 2003 - Natural Literacy Connections for Young Children. Washington Elementary School District.
- 2003 - Connecting Home to School: Instructional Uses of Environmental Print. Chandler Unified School District Preschools.
- 2003 - Instructional Uses of Environmental Print. City of Chandler Preschools.
- 2003 - ABC's of Family Literacy. West valley Head Start. Goodyear, Az.
- 2002 - From Neurons to Nurseries: Helping Caregiver Expand Children's Learning Opportunities. Scottsdale Parenting Cooperative.
- 2002 - Neuro-science and Language Development. Montessori Pre-schools Consortium, Phoenix, AZ.
- 2000 - Neuro-science and Language Development. Washington Elementary School District. Phoenix, AZ.
- 2000 - Connecting With Parents. Learning Community Schools Conference. Sponsored by the Arizona Community Foundation, Phoenix, AZ.
- 1999 - BEST practices in primary literacy. Pendergast Elementary District, Phoenix, AZ.
- 1995 - Linking the Curriculum: Helping teachers to construct thematic units, Kenilworth School, Phoenix, AZ.
- 1994 - Love, Laps and Literacy: Teaching parents how to use predictable books for helping children learn how to read. Tempe Elementary School District, 1994; Scottsdale Unified District, 1992; Casa Grande (AZ) School District, 1990.
- 1993 - Literacy and Play: A Dramatic Way to Learn: with J. F. Christie; Phoenix Country Day (AZ).
- 1991 - Literacy Play: Presentation describes how functional literacy materials when added to dramatic play centers can enhance learning; Phoenix Country Day (AZ).
- 1989 - Wholly K: Sensory Power Thematic Curriculums: The rationale and methodology for developing and implementing a thematic literature based kindergarten curriculum. Tempe Elementary (AZ) School District.
- 1989 - Pro-active Parenting Programs: The rationale and development of a school wide pro-active parent literacy program. Kyrene (AZ) School District.
- 1989 - Positively Primary: Fall Festival: The rationale and methodology for developing thematic literature based units in grades K-3. Alhambra (AZ) School District.
- 1989 - Placement, Pacing and Progress Follow-Up: Workshop for Chapter I teachers, second and third grade teachers in Target schools in Tempe Elementary (AZ) School District.

- 1989 - Wholly K!: Sensory power alphabet instruction and integrated curriculum activities for pre-school and kindergarten teachers presented for Tempe Elementary (AZ) School District. From Neurons to Nurseries: Helping Caregiver Expand Children's Learning Opportunities.
- 1988 - First Decisions-Lasting Effects: Presentation and training sessions for second and third grade teachers, explaining the effects of appropriate placement on poor readers performance. Tempe Elementary (AZ) School District Chapter I target schools.
- 1988 - Environmental Print and Functional Folders: Activities for developing print concepts, sight words, and comprehension skills; Sunburst (AZ) School, Washington Elementary School District.
- 1988 - Comics in the Classroom: Activities for developing print concepts, sight words, and comprehension skills; Sunburst (AZ) School, Washington School District.
- 1988 - ReQuest: Techniques for developing comprehension skills; Sunburst (AZ) School, Washington School District.
- 1988 - Making the Most of Story Time: For preschool through third grade teachers and reading specialists presenting ideas on how to use "Predictable Books" to teach reading. Far West School District Consortium Spring In-Service (AZ).
- 1988 - Wholly K!: Sensory power alphabet instruction and integrated curriculum activities for preschool and kindergarten teachers presented for Ocotillo East Reading Council Spring Workshop (AZ).
- 1987 - Brain Storming-Teaching Comprehension in Content Areas: For third grade to junior high school teachers. Strategies for developing comprehension skills and purposeful reading. Far West School District Consortium Spring In-Service (AZ).
- 1986 - Whole Language-A Whole Lot of Learning: Workshop for kindergarten and first grade teachers demonstrating methods used in whole language/literacy classrooms presented for Primary Learning (AZ).
- 1986 - Whole Language-A Whole Lot of Learning: Head Start Fall In-Service (AZ).
- 1986 - Ready or Not: Presentation for parents concerning the physical, social, emotional and intellectual readiness for school presented for Primary Learning (AZ).
- 1986 - Fall Festival: For kindergarten through third grade teachers integrated learning activities designed to promote reading and language activities, math skills and science projects; Association for the Young Child Fall Conference (AZ).
- 1986 - Manipulative Mathematics: Workshop for teachers of preschool and kindergarten children to design and make number symbol and number value, counting and addition games; Glendale School District Spring In-Service (AZ).
- 1986 - Mini-Math: Presentation for preschool and primary teachers to understand the four developmental stages of mathematics concepts and the use of basic language skills in early mathematics; Head Start Fall In-Service (AZ).

- 1985 - Ready or Not: Presented for Sweetwater Parent Study, Glendale District (AZ).
- 1985 - What To Do When There's Nothing To Do: Workshop for parents designed to turn common kitchen materials into learning experiences for young children; Central Phoenix Parent Study (AZ).
- 1985 - Fall Festival: Primary Learning (AZ).
- 1985 - What To Do When There's Nothing To Do: Primary Learning (AZ).

SERVICE TO THE INSTITUTION

University-wide Committees

- 2000-02 Member of Service Learning Advisory Council.
- 2000-02 Member University Promotion and Tenure Committee, Academic Professionals.
- 1997-98 Chair, Internal Review of the Department of Undergraduate Academic Services
- 1996-98 Representative, Commission of the Status of Women
- 1996 Task Force for Minority/Women Support Services --Affirmative Action Issues
- 1995-97 Campus Representative's Council
- 1995-97 Faculty of Teacher Educators
- 1994-96 Academic Professional Personnel Committee
- 1993-95 Library Hearing Committee
- 1992 Dean's Search Committee

College of Education Committees

- 2003 Town Hall Facilitator
- 2003 Master's Task Force
- 2002` Educational Forum Committee
- 2000 Assistant Dean for Student Affairs search committee
- 2000 Endowed Chair (for ECD) Search Committee
- 1997 Secretary, College Council
- 1996-98 Chair, Administrative Evaluation and Appointment Committee
- 1997 Structure and Governance Task Force
- 1995-98 Chair, College Curriculum Committee
- 1995-97 Representative - COE Academic Council
- 1994-96 Teaching for Diverse Futures Advisory Board

1994	Vision 2000 Committee #9
1994	College of Education Bylaws Revision Committee
1993-96	Equity Committee
1992-93	Convocation Committee
1991-95	Urban Teacher Core
1991	Admission & Retention Task Force (Co-Chair)
1990-95	White Mountain Apache Teacher Preparation Program
1990	Minority Recruitment & Retention Task Force
1990-92	Student Services Articulation Committee
1990	NCATE Standards Committee

Conference Organizations

1997	Way Up Conference, Scottsdale, AZ
1995	Pathways to Early Literacy: A Constructivist Perspective, (Tempe, AZ) International Reading Association
1992	Planning Committee ASA, PDK, ADE Winter Conference
1991-00	Marketing Yourself I -- bi-annual.
1995-00	Marketing Yourself II -- bi-annual.
1991	Conference Co-Director, "Project Real: Marketing Yourself," Tempe, AZ (Bi-Annual Conference)
1990-00	Co-Director, "You're a Pro Now: Student Teacher Conference," Tempe, AZ (Bi-Annual Conference)
1990	Conference Co-Director, "Teacher Induction: Investment for the 90's," Phoenix, AZ.
1989	Conference Co-Director, "Teacher Induction: Purpose, Process and Product," Mesa, AZ.
1989	Conference Coordinator, "Cooperative Learning Teleconference," Sponsored by ASCD, Tempe, AZ.

Elected Positions

2003 - Chair Literacy Development Young Children SIG – IRA
2002 - President Literacy Development for Young Children SIG – IRA
2001 - Representative to the College Council, College of Education
1997-98 Secretary, College Council, College of Education
1995-97 President, Faculty Women's Association (ASU)
1994-95 President Elect, Faculty Women's Association (ASU)
1993-94 President, Phi Delta Kappa ASU Chapter
1992-93 Secretary, Academic Women's Association (COE)
1991-92 President, Arizona Reading Association (ARA)
1991-92 President, Arizona Association Teacher Educators (AATE)
1990-91 Vice President, Arizona Reading Association (ARA)
1990-95 Executive Board, Phi Delta Kappa
1989-90 Recording Secretary, Arizona Reading Association
1988-90 President, Ocotillo East Reading Council
1988-89 Member, Board of Directors, Arizona Reading Association
1987-88 President, Graduate Students in Reading Education
1986-87 Vice-President, Graduate Students in Reading Education
1985-86 Treasurer, Graduate Students in Reading Education

Appointments

- 2003 - Editorial Board The Reading Teacher
- 1997-00 Editorial Review Staff, Reading Research Quarterly.
- 1996-00 Chair, Family Literacy Committee, International Reading Association.
- 1996- Advisory Panel, The New Teacher Advocate, Kappa Delta Pi.
- 1995-96 Feature Columnist and Column Editor, "Literacy in Early Childhood," The Reading Teacher, International Reading Association
- 1994-96 Chair, Language and Literacy in Early Childhood --International Reading Association
- 1994-95 Association of Teacher Educators (ATE) Representative to National Education Diffusion Network
- 1993-94 Editorial Staff, The Reading Teacher, IRA
- 1992-95 Public Relations Committee, Association of Teacher Educators (3-year appointment)
- 1991-95 National Commission on Ethical and Moral Development in Teaching, ATE.
- 1990-94 National Commission on the Role and Preparation of Mentor Teachers, ATE.
- 1990-92 Professional Knowledge Task Force - appointed by Charles Wiley, Director, Testing and Evaluation, Arizona State Department of Education
- 1988-90 Feature columnist, Arizona Reading Journal
- 1988-90 Associate Editor, Arizona Reading Journal
- 1988-90 Member of Literacy Forum - Appointed by C. Diane Bishop, Arizona State Superintendent of Instruction
- 1988-89 IRA committee member, Parents and Reading Education

Service to Community At-Large

- 1998 - Board Member New Direction Institute. Focus on helping families support their children's intellectual and emotional development.
- 1998 – 00 Advisor (with K. Kimerer & R. Daniel), Student Council
- 1997-00 Initiated and coordinated Books & Bears Holiday Drive.
- 1995-00 Advisor, Kappa Delta Pi Education Honor Society
- 1994-98 Member of Advisory Board GED (General Education Degree), Maricopa Community College System
- 1994 Basha for Governor Campaign - Team Member
- 1993 Choreographer/Co-Director for musical, "Oliver," at Pueblo Middle School, Kyrene School District
- 1991 Reading to Kids: Presentation for Parents and Educators for Superstition Area Reading Council.
- 1991 Love, Laps and Learning to Read: In conjunction with the Arizona Republic and Phoenix Gazette Staff. A community service project for homeless families.
- 1990 "Let the Circle Be Unbroken: Literacy From Parents to Progeny." In conjunction with Pat Heck and Club R.I.F. (Reading is Fundamental) at Red Mountain High School (Pat received award as one of President Bush's 1000 Points of Light).
- 1990 Summer Reading & Pointers for Parents - a television program for Channel 33 in Chandler, AZ.
- 1990 Choreographer for musical "Once Upon A Mattress," Pueblo Middle School, Kyrene School District.
- 1989 Love, Laps and Learning to Read: A community service workshop for parents with preschool children to model successful story time activities. YWCA.
- 1989 Conference director "Young Readers Conference" at ASU with the Arizona State Department of Education.
- 1988 Chair, Literacy materials collection for Homeless Children's School Project
- 1987 Parental Advisory Board, Kyrene School District
- 1985 Mesquite Neighborhood Events Coordinator - yearly organizing approximately 50 Scout Troops, 500-plus girls for Bridging Ceremonies, Crazy Olympics, Neighborhood Encampment, Canned Food Drive, Toys for Tots, Father-Daughter Banquet, Mother-Daughter Luncheon, appointment expires 1988.
- 1983 Girl Scout Squash Blossom Neighborhood Director
- 1982-88 Girl Scout Leader

Professional Memberships

Alpha Upsilon Alpha Honor Society for IRA, Beta Beta Chapter

American Association of Colleges for Teacher Education (AACTE)

American Educational Research Association (AERA)

Arizona Educational Research Organization (AERO)

Arizona Reading Association (ARA)

Association of Teacher Educators (ATE)

Association for Supervision and Curriculum Development (ASCD)

International Reading Association (IRA)

Kappa Delta Pi (KDP)

National Reading Council (NRC)

Phi Delta Kappa (PDK)

Professional Consultant ships

School Districts (in-state) 1986-Present

Agua Fria High School	Liberty Elementary District
Alhambra Elementary District	Litchfield Elementary District
Avondale Elementary District	Littleton Elementary District
Balsz Elementary District	Marana Unified District
Cartwright Elementary District	Murphy Elementary District
Casa Grande District	Osborn Elementary District
Chandler Unified District	Paradise Valley District
Creighton Elementary District	Pendergast District
Dysart Unified District	Phoenix #1 District
Fowler Elementary District	Roosevelt District
Gilbert Unified District	Scottsdale District
Glendale Elementary District	Tempe Elementary District
Isaac Elementary District	Tempe Union H.S. District
Kyrene Elementary District	Tolleson District
Laveen Elementary District	Washington District

School Districts (out-of-state) 1986-Present

Ohio Public Schools District (Clifty Falls Region)
Omaha Public Schools (Nebraska)
Hawaii Public School District
Logan Public School District (Utah)

Universities

Northern Colorado University
Northern Arizona University
Grand Canyon University
University of Nebraska/Omaha
University of Arizona
Utah State University
Appalachian State University
Eastern Louisiana State University
University of Hawaii at Hilo
University of Tennessee (Chattanooga)

Professional and Community Honors

- 1994-01 Student Affairs Recognition recipient.
- 1998 Nominated for Distinguished Mentor of Women, Faculty Women's Association
- 1997 Nominated for the Arizona School Administrators' Distinguished Educator: Contributions to the Field.
- 1997 Received President's Award for the Service Learning Team, with Gay Brack and the Service Learning Team.
- 1988 Nominated Outstanding Doctoral Student, College of Education, Arizona State University
- 1988 Brownie Scout Leader of the Year, Mesquite Neighborhood