CYNTHIA L. PARIS, Ph.D.
University of Delaware
Department of Human Development and Family Studies
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Newark, DE 19716
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EDUCATION

UNIVERSITY OF PENNSYLVANIA

Ph.D., Educational Leadership: Curriculum, Instruction, and Supervision (Focus: Teacher education and professional development)
Dissertation: "A two-year study of curriculum change: Teacher agency, individuality, and experimentation" Advisor, Marilyn Cochran-Smith
Graduate School of Education Merit Fellow
William E. Arnold Alumni Award for Leadership

UNIVERSITY OF DELAWARE

MS, Life Span Development
BS, Early Childhood and Elementary Education, with Honors

PROFESSIONAL EXPERIENCE
Higher Education

2003 to present UNIVERSITY OF DELAWARE, College of Education and Human Development
Department of Human Development and Family Studies, Newark, DE
Associate Professor, 2003 - present
Preschool and primary curriculum; curriculum theory and analysis, child development, adult development and learning, professional issues and advocacy
Director of Laboratory Preschool 2012 - present

1988 to 2003   RIDER UNIVERSITY, College of Liberal Arts, Education, and Sciences, Lawrenceville, NJ
Professor 2002 to 2003
Associate Professor 1994 - 2002
Assistant Professor 1988 - 1994
Foundations of early childhood and elementary education; early childhood and elementary math and science curriculum; documentation and assessment in early childhood education; supervision theory and practice; teacher research methods and practicum; mentoring theory and practice; early childhood and elementary fieldwork seminar; fieldwork supervision
Coordinator of Early Childhood Programs 2000 to 2003
Development of undergraduate and graduate initial certification programs and graduate-level endorsement program in Early Childhood Education; recruitment and advisement of students; hiring and coordination of ECE faculty; coordination of state approval and NCATE accreditation processes
Coordinator of Student Teaching 1994 -1996
Placement and programming for 200 student teachers per year; selection, support and programming for cooperating teachers and fieldwork supervisors
Co-director, *Hopewell Valley Schools-Rider College PACT Program Masters of Arts in Curriculum, Instruction and Supervision.* 1988 to 1990

1996 - 1997   UNIVERSITY OF PENNSYLVANIA, Graduate School of Education, Philadelphia, PA
Visiting Associate Professor of Education, Teacher Education Programs
Elementary math curriculum courses, internship seminars, teacher research meetings
Acting Director, Masters Degree program in Elementary Education
Admissions, advisement, program oversight; hiring and support of fieldwork supervision staff

1991-1992   UNIVERSITY OF PENNSYLVANIA, Graduate School of Education, Philadephia, PA

Visiting Assistant Professor of Education, Educational Leadership and Teacher Education
Programs
Curriculum theory and 20th century school reform courses; elementary math curriculum courses

1987-1988   **RUTGERS UNIVERSITY – CAMDEN**, Camden, NJ
Instructor, Elementary Education
Elementary curriculum courses; student teaching seminar

1984-1988   **UNIVERSITY OF PENNSYLVANIA, Graduate School of Education**, Philadelphia, PA
Assistant Instructor, Teacher Education Programs
Elementary math curriculum courses; fieldwork seminars; fieldwork supervision
Research Associate, IBM/UPS funded Literacy Research Center study, "Microcomputers and
Writing Development," 1985-1987
Associate Director, UPS funded Literacy Research Center dissemination project, "Teacher to
Teacher," 1987-1988

1978-1984   **UNIVERSITY OF DELAWARE, College of Human Resources**, Newark, DE
Instructor, Early Childhood Education
Preschool curriculum and practicum; computers in early childhood; fieldwork supervision

Early Childhood and Elementary Education

1981-1984   **UNIVERSITY OF DELAWARE LABORATORY PRESCHOOL** Newark, DE
Master Teacher, Kindergarten
Programming for children and families; supervision of practicum students and student teachers
Co-developer, Co-coordinator, Master Teacher, Computer Active Preschool Project (CAPP),
summer 1983, 1984
Curriculum development, supervision of interns, research, administration

1979-1981   **MARTIN LUTHER KING, JR. COOPERATIVE SCHOOL** Newark, DE
Director/Head Teacher
Curriculum development, Teacher of 3- and 4-year-old programs

1976-1978   **WILMINGTON PUBLIC SCHOOLS PARENT EARLY EDUCATION CENTER**
Wilmington, DE
Parent Group Leader, Speaker
Developing and implementing programs for urban families of preschool children

1975   **NEWARK PUBLIC SCHOOLS** and **UNIVERSITY OF DELAWARE PRESCHOOL
READINESS OUTREACH PROGRAM,** Newark, DE
Home Visitor
Developing and implementing programs for families of children identified at-risk for literacy
learning difficulties

1971-1975   **NEWARK PUBLIC SCHOOLS, John R. Downes Elementary School** Newark, DE
Teacher, Kindergarten through Grade 2
Cooperating Teacher, University of Delaware Early Childhood Program, 1972-1975
Co-founder and Grade 1-2 teacher, Downes Alternative School-Within-a-School, 1974 -1975

PUBLICATIONS AND SELECTED PRESENTATIONS

BOOKS

Paris, C. (1993). *Teacher agency and curriculum making in classrooms.* New York: Teachers College Press.

Cochran-Smith, M., **Paris**, C. & Kahn, J. (1991). *Learning to write differently: Beginning writers and word processing*. Norwood, NJ: Albex.

ARTICLES PUBLISHED IN PEER REVIEWED JOURNALS

Paris, C. & Seefeldt, A. (2012) Book Review: Curriculum in Early Childhood Education: Re-examined, Rediscovered, Renewed. *Journal of Early Childhood Teacher Education,* 33, 4, 392-396.

Castle, K. & **Paris, C.** (2010). Early childhood teacher educator teacher research. *Journal of Early Childhood Teacher Education, 31*, 3, 203-206.

Paris, C. & Lung, P. (2008). Agency and child-centered practice in novice teachers: Autonomy, efficacy, intentionality, and reflectivity. *Journal of Early Childhood Teacher Education, 29,* 253-268 .

Paris, C., Eyman, A., Morris, L., & Sutton, T. (2007). Facing the storm, turning the tide: Using practitioner research to meet children's and families' needs in an inclusive setting. *Journal of Research in Childhood Education, 21,* 406-419.

Paris, C. & Combs, B. (2006). Lived meanings: What teachers mean when they say they are learner-centered. *Teachers and Teaching: Theory and Practice, 12,* 571-592.

Paris, C. & Gespass, S. (2001). Examining the mismatch between learner-centered teaching and teacher-centered supervision. *Journal of Teacher Education*, *52,* 398-412.

Starnes, B. & **Paris**, C. (2000). Choosing to learn. *Phi Delta Kappan*, *81,* 392-397.

Paris, C., Burnett, A., Chodoroff, N., Fetter, J., Foster, K., Schreiber, R., Sela, B., & Zaccaria, S. (2000). Building connections, building character: Foxfire and character education in New Jersey. *Focus on Education, 44,* 22-28.

Cochran-Smith, M., Kahn, J. & **Paris**, C. (1990). Writing with a felicitous tool. *Theory into Practice, 29,* 235-245.

Paris, C. (1987). The ideological contexts of teachers' introduction to word processing. (1987) *Education and Computing 3*, 163-168.

Ferrari, M., Klinzing, D., Morris,S., **Paris**, C., Eyman, A. (1985). Home computers: Implications for children and families. *Marriage and Family Review, 8,* 41-57.

ARTICLES SELECTED FOR INCLUSION IN EDITED COLLECTIONS

Paris, C. & Combs, B. (2006/2006). Lived Meanings: What teachers mean when they say they are learner-centered. *Curriculum Leadership: An online journal for leaders in education, 4,* 39, November 24, 2006.

Starnes, B. & **Paris**, C. Choosing to learn. (2008/2007/2002/2001/2000) *Annual Editions: Human Development '02-03 & '03-'04, '08-'09* 30th & 31st, 36th eds. Guilford, CT: McGraw-Hill.

Paris, C. & Gespass, S. (2004-2007/2001). Examining the mismatch between learner-centered teaching and teacher-centered supervision. Questia web site's *15 Best Books and Articles on: Teacher Supervision.*

Paris, C. & Gespass, S. (2001/2001). Examining the mismatch between learner-centered teaching and teacher-centered supervision. *Maison des Sciences de l'Homme Sommaires de periodiques, Annee 2001.* Volume No. 52.

INVITED ARTICLES

Castle, K. & **Paris, C.** (2010). Early Childhood Teacher Educator Teacher Research. *Journal of Early Childhood Teacher Education, 31*, 3, 203-206.

Paris, C. (1998). The dilemmas of planning in a learner-centered classroom. *The Active Learner: A Foxfire Journal for Teachers, 3 (1),* 34-38 and ERIC Document Reproduction Service, 1998, EJ582516.

INVITED CHAPTERS IN EDITED BOOKS

Paris, C. (2012). Foreword, *Skilled Dialogue: Strategies for responding to cultural diversity in early childhood, 2nd edition,* Barrera, I., Kramer, L. & Macphearson, D.T. Baltimore: Brookes Publishing.

Paris, C. (2008). Evaluating the quality of programs for young children. In A. Galper, S. Feeney, & C. Seefeldt, (Eds), *Continuing issues in early childhood education,* 3rd ed. Upper Saddle River, NJ: Merrill/Prentice Hall.

Paris, C., Edwards, N., Sheffield, E., Mutinsky, M.,Olexa, T., Reilly, S.,& Baer, J. (2006). How early school experiences impact creativity: An ecological approach. In J.C. Kauffman & J. Baer (Eds.), *Creativity and reason in cognitive development* (pp. 333-350). New York: Cambridge University Press.

Cochran-Smith, M. & **Paris**, C. (1995). Mentor and mentoring: Did Homer have it right? In J. Smyth (Ed.), *Critical discourses on teacher development.* London: Cassells Press.

Cochran-Smith, M., Kahn, J. & **Paris**, C. (1988). When word processors come into the classroom. In S. Silvern, & J. Hoot. (Eds.), *Writing with computers in the early grades*. New York: Teachers College Press.

TECHNICAL REPORTS

Amsden, D., Buell, M., **Paris**, C., Bagdi, A., Cuevas, T., Edwards, N., Tressell, P., Gamel-McCormick, M., Hartranft, D., Walker, E., Qui, W., Kamphaus, J., & Turner, J. (2005). *Delaware Pilot Full-day Kindergarten Evaluation: A comparison of ten full-day and eight part-day kindergarten programs School year 2004-2005.* Newark, DE: University of Delaware, Center for Disabilities Studies.

Paris, C., Amsden, D., Walker, E., Trichetta, L., Gamel-McCormick, M., & Rosas, S. (2005). *Opportunities for early identification of children who received special education after kindergarten entrance.* Newark, DE: University of Delaware, Center for Disabilities Studies.

EDITED ISSUE OF JOURNAL

Castle, K. & **Paris, C**. Eds. (2010). Theme issue: Early Childhood Teacher Educator Teacher Research. *Journal of Early Childhood Teacher Education, 31*, 3

PROFESSIONAL DEVELOPMENT COURSES AND MATERIALS

Paris, C. (2008). *Coaching, Mentoring, Training, Technical Assistance in Early Childhood Program.* Newark, DE: Delaware Department Of Education Delaware First Professional Development.

Lesko, J., Hyson, M., & **Paris**, C. (2007). *Essentials for success in full-day kindergarten: Evidence-based practices to support integrated learning.* Dover, DE: Delaware Department of Education Professional Standards Board.

Lesko, J., Hyson, M., & **Paris**, C. (2006). *First steps toward success in full-day kindergarten.* Dover, DE: Delaware Department of Education Professional Standards Board.

Lesko, J., Hyson, M., & **Paris**, C. (2006). *Creating teacher leadership for full-day kindergarten.* Dover, DE: Delaware Department of Education Professional Standards Board.

Paris, C. (Ed.). (2005). *The Foxfire Course for Teachers* Mountain City, GA: The Foxfire Fund, Inc.

Starnes, B., Carone, A., with **Paris**, C. (2000). *From thinking to doing: Constructing a framework to teach mandates through experience-based learning.* Mountain City, GA: The Foxfire Fund, Inc.

Paris, C. (Ed.). (1997, 1999). *Foxfire Level One Course Book.* Mountain City, GA: The Foxfire Fund, Inc.

PEER REVIEWED PRESENTATIONS

Paris, C. (2013, November 20) *Reflective practice of Master Teacher/Teacher Educators and their undergraduate teaching teams: Bridging coursework and field experience.* National Association of Early Childhood Teacher Educators Conference, Washington, DC,

Paris, C., Morris, L., Torbert, D., Hanzeley, K. with Gaviria-Loaiza, J. (2013, November 22). *Daily teaching team discussions: Shared reflection FOR action and ON action as ongoing professional development.* National Association for the Education of Young Children Conference, Washington, DC**.**

Gespass, S., **Paris, C.,** Casey, H. & McKool, S. (2012, February 19). *Discursive pathways: Understanding how language influences the agency and identity of student teachers and their children.* American Association of Colleges for Teacher Educators Annual Meeting. Chicago, Illinois

Paris, C., Keating, E. & Rowe, J., Perkins, K. (2012. June 12). *Professional development providers as transformative leaders in Delaware.* National Association for the Education of Young Children Professional Development Institute, Indianapolis, Indiana.

Radnai-Griffin, D. **Paris, C.**, Lung, P. & Beck, H. (2012, November 7) *The Benefits of Continuity in Professional Development of Infant and Toddler Teachers: Impact on Classroom Environment and Teacher-Child Interactions.* National Association of Early Childhood Teacher Educators Conference, Atlanta, GA.

Radnai-Griffin, D. **Paris, C**., Beck, H. & Cornish, M. (2012, December 2) *The Benefits of Continuity in Professional Development of Infant and Toddler Teacher.* Zero to Three Conference, Los Angeles, CA.

Hyson, M., Kreader, L., Lawrence, S., Baptiste, N., Goble, C., & **Paris**, C. (2008, November). *Using the "Research Connections" teaching modules: Faculty perspectives, new resources, and feedback opportunities .* Presented at the National Association for the Education of Young Children Annual Conference, Dallas, TX.

Paris, C. (2008, June). *Novice teachers holding fast to their convictions in contexts of standardization: Learning and support in a website-supported study group.* National Association for the Education of Young Children's 17th Annual National Institute for Early Childhood Professional Development, New Orleans, LA.

Barthold, C. & **Paris**, C. (2008, April) *Creating Web-based communities of practice to increase cross-content synthesis.* Poster presented at the 2008 Lilly-East Conference on College and University Teaching, Newark, DE

Paris, C. (2008, March). *Acting with agency in contexts of standardization: Critical incidents in the lives of novice teachers.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Paris, C. (2007, November). *How do they do it? What can they teach us? Novice teachers who maintain developmentally appropriate practices in standardized settings.* Paper presented at the National Association of Early Childhood Teacher Educators Conference, Chicago, IL.

Paris, C. & Lung, P. (2007, June). *Agency and child-centered practice in novice teachers: Autonomy, efficacy, intentionality, and reflectivity.* Paper presented at National Association for the Education of Young Children's 16th Annual National Institute for Early Childhood Professional Development, Pittsburgh, PA.

Paris, C. (2007, April). *Curriculum agency and child-centered practice in novice teachers.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Paris, C. (2007, February). *Curriculum agency and child-centered curriculum-making in early childhood.* Paper presented at the annual meeting of the American Asociation of Colleges for Teacher Education, New York, NY.

Paris, C. & Worden, L. (2007, February). *Service-oriented field experiences in early childhood teacher education.* Paper presented at the annual meeting of the American Asociation for Colleges of Teacher Education, New York, NY.

Paris, C. (2006, November). *Curriculum agency and child-centered curriculum making in novice teachers.* Paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators Conference, Atlanta, GA.

Paris, C., Eyman, A., Morris, L. & Sutton, T. (2005, October). *Using practitioner research to strengthen inclusive practices and policies.* Paper presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Portland, OR.

Paris, C. , Morris, L., & Hayes, K. (2005, June). *Supporting teachers across the professional life-span as they pursue child-initiated curriculum approaches.* Paper presented at the National Association for the Education of Young Children's 15th Annual National Institute for Early Childhood Professional Development, Miami, FL.

Paris, C. & Morris, L. (2005, June). *Hearing curriculum: Learning to listen to children in order to build a responsive, child-centered curriculum.* Paper presented at the National Association for the Education of Young Children's 15th Annual National Institute for Early Childhood Professional Development, Miami, FL.

Paris, C. & Gamel-McCormick, M. (2004, December). *Risk factors and children not referred for Special Education until after kindergarten entry or 'The Child Find Study'.* Paper presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Chicago, IL.

Paris, C. & Gespass, S. (2003, November). *Who's in charge here? When student teachers and supervisors share power, responsibility and purpose.* Paper presented at the National Association of Early Childhood Teacher Educators Conference, Chicago, IL.

Paris, C. (2002, February). *Accountability and learner-centered teacher education: Preparing teachers to define and defend their own accountability.* Paper presented at the annual meeting of American Association of Colleges for Teacher Education, New York, NY.

Paris, C. & Combs, B. (2000, April). *Teachers' perspectives on what it means to be learner-centered.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Combs, B. & **Paris**, C. (1999, April). *Becoming learner-centered teachers: Personal and professional histories of teachers who have adopted a constructivist teaching and learning paradigm.* Paper presented the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Paris, C. (1995, April). *Far afield: Conceptions of field experience and learning to teach.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Paris, C. & Foster, K. (1995, March). *Out of the frying pan into the Foxfire: Rethinking practice through Foxfire principles.* Paper presented at the 17th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Paris, C. (1992, April). *Origins of teacher agency in curriculum work.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Paris, C. (1991, April). *Teachers' conceptions of curriculum: Challenging, extending, substantiating theory.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Paris, C. (1991, April). *Teaching and curriculum change: When questioning isn't challenging and subsuming isn't coopting.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Paris, C. (1991, February). *Teaching with teachers, learning with teachers.* Paper presented at annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

Paris, C. (1990, March). *Collaborative program for teacher development: Reflections on emerging roles and emerging practice.* Paper presented at 10th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Paris, C. (1990, April). *Teacher initiative and curriculum change: Altered processes, altered paradigms.* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Paris, C. (1989, October). *Quiet resistance: Teachers' responses to curriculum change.* Paper presented at Journal of Curriculum Theorizing Conference at Bergamo, Dayton, OH.

Paris, C. (1989, April). *Contexts of curriculum change: Conflict and consonance.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cochran-Smith, M. **Paris**, C. (1989, April). *Teachers, children and word processing: Working with a felicitous tool.* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Paris, C. (1987, July). *You're not telling us what to do: The ideological contexts of teachers' introduction to word processing.* Paper presented at the International Federation of Information Processing Working Conference, W. G. 3.5, Rijkuniversiteit Gent, Belgium.

Paris, C. (1987, March). *Finding the keys: Word processing in early childhood.* Paper presented at 8th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Cochran-Smith, M., Kahn, J. & **Paris**, C. (1986, April). *Play with it; I'll help you with it; Figure it out: Three teachers introduce word processing.* Paper presented at 7th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Cochran-Smith, M., Kahn, J. & **Paris**, C. (1986, March). *Contrasting approaches to word processing in the classroom.* Paper presented at the Literacy Research Center l986 Speakers Series, Philadelphia, PA.

Paris, C. & Morris, S. (1985, October). *Computers in early childhood education: Peer interaction and peer teaching*. Paper presented at Microworlds for Young Children Conference, College Park, MD, (ERIC Document Reproduction Service No. ED 257 255).

PEER REVIEWED WORKSHOPS AT PROFESSIONAL CONFERENCES

Paris, C. & Morris, L. (2012, March, 30) "Hey, Teacher! Look what I did!": Promoting Science Learning During Water Play 2012 Delaware Head Start Association and Delaware Association for the Education of Young Children Making a Difference Conference, Dover, DE.

Godwin, R., Paris, C. & Pollock, K. (2012, March 31) "You have to think with your head to think what you think": Thinking with your children about thinking Delaware Head Start Association and Delaware Association for the Education of Young Children Conference, Dover DE.

Paris, C. & Woodson, A. (2008, May). *Skilled Dialogue and the 3 R's of Relationships.* Presented at the Parent Practitioner Partnership Summit, Delaware Parent Leadership and Partnership Initiative, Dover, DE.

Paris, C. (2006, November). *Looking closely at children's work to make your curriculum more child-cente*red. Presented at Delaware Association for the Education of Young Children Annual Conference, Newark,DE.

Paris, C. (2006, November). *Talking math with young children*. Presented at the Delaware Association for the Education of Young Children Annual Conference, Newark, DE.

Paris, C. & Morris, L. (2005, December). *Listening to children, watching children to build a child-centered curriculum.* Presented at the National Association for the Education of Young Children Annual Conference, Washington, DC.

Paris, C. & Morris, L. (2005, October). *Listening to children, watching children to build a child-centered curriculum.* Presented at the Delaware Association for the Education of Young Children Annual Conference., Newark, DE.

INVITED PRESENTATIONS

Paris, C. (2012, April 20) *Relationship, Reflection and Skilled Dialogue: Leaders as Mentors*. New Directions Early Head Start Annual Conference, New Castle, DE.

Morris, L. & **Paris, C**. (2012, June 2) *Science Learning through Water Play*. 3rd Annual Jane Davidson Forum on Play, Newark, DE.

Paris, C. (2011, June 19). Mentoring: relationship, reflection and transformative learning. Rider University Teacher Leadership Community Summer Institute, Lawrenceville, NJ.

Paris, C. (2011, April 15). Using assessment and observation data in developing intentional, individualized activity plans for infants and toddlers. 2011 New Directions Early Head Start Annual Conference., Newark, DE.

Paris, C. (2010, August 16 & 18). Coaching strategies for Early Reading First Coaches. University of Delaware Early Learning First project. Newark, DE.

Paris, C. (2010, July 28). Leading Change in Learning Communities. Head Start ECAP Stars Leadership Forum, Dover, DE.

Paris, C, Morris, L, Torbert, D. (2010, May 22). Meeting science standards through play. Presented at the First Annual Jane I. Davidson Play Forum, University of Delaware Laboratory Preschool and Department of Human Development and Family Studies, Newark, DE.

Cochran, M., Biggs, A., Harvey, K., Wilkinson, E., **Paris**, C. Thomas-Fair, U., Lutton, A., Halgunseth, L. (2009, June). *NAEYC Office of Applied Research: Moving the pipeline discussion forward.* National Association for the Education of Young Children's 18th Annual National Institute for Early Childhood Professional Development, Charlotte, NC.

Baptise, N.M., Goble, C.B., Halgunseth, L., Hyson, M. Lawrence, S., **Paris**, C. (2009, June). *"Serious play" for undergraduate students: Using the Research Connections faculty teaching modules to help students exploe and engage with early childhood research.* National Association for the Education of Young Children's 18th Annual National Institute for Early Childhood Professional Development, Charlotte, NC.

Hyson, M., Kreader, L., Lawrence, S., Goble, C.B., Baptiste, M.N., **Paris**, C. (2009, February 12) *New research connections teaching modules:activities and resources for undergraduate early childhood teacher education courses.* Webinar by Child Care and Early Education Research Connections and NAEYC Office of Applied Research http://www.childcareresearch.org/discover/modules/hyson/webinarpowerpoint.pdf and http://www.childcareresearch.org/discover/modules/hyson/handout01-**Paris**.pdf

Hyson, M., Kreader, L., Lawrence, S., Baptiste, N., Goble, C., & **Paris**, C. (2008, November). *Using the "Research Connections" teaching modules: Faculty perspectives, new resources, and feedback opportunities* . Presented at the National Association for the Education of Young Children Annual Conference, Dallas, TX.

Paris, C. (1999, November). *The Foxfire Approach to teaching, learning, curriculum, and community*. Poster presented at the annual meeting of the Pennsylvania Association for Supervision and Curriculum Development, Hershey, PA.

Paris, C., Burnett, A., Chodoroff, N., Fetter, J., Foster, K., Schreiber, R., Sela, B., & Zaccaria, S. (1999, April). *A Foxfire perspective on character education*. Paper presented at the New Jersey State Department of Education Conference on Character Education. The College of New Jersey, Hamilton, NJ.

Starnes, B. & **Paris**, C. (1998, September). *Supporting teachers as professional leaders*. Session conducted with the National Writing Project at the   National Congress for Public Education. Washington, DC.

Paris, C. (1985, March). *Computer experiences for young children: A developmental approach*. Keynote presentation at the National Conference on Computers and Young Children, Newark, DE.

Paris, C. (1984, March). *Integrating computers into a developmental preschool classroom*. Paper presented at the National Conference on Computers and Young Children, Newark, DE.

PROFESSIONAL ACTIVITY

NATIONAL SERVICE
Journal of Early Childhood	Guest Co-Editor of Theme Issue: Early Childhood Teacher Educator
Teacher Education	Teacher Research
Fall 2010	

Journal of Early Childhood Teacher Education 2005 to present	Editorial Board Member
Journal of Teacher Education 2000 to present	Board of Reviewers
Teaching and Teacher Education 2004 to present	Reviewer
National Center for Collaborative Teaching and Learning 2000 to 2003	Founding Board Member
American Educational Research Journal 1992	Reviewer
Delmar Press 1988 to 1990	Reviewer

STATE AND REGIONAL SERVICE

Delaware Department of Education *Expanding Inclusive Early Intervention* *Opportunities Early Childhood* *Personnel Center Stakeholders Group* 2014 to present	Task Force Member
Delaware Professional Standards Board *& Office of Early Learning* 2013-2014	Review Committee Member Early Childhood Teacher certification requirements and assessments
Delaware Office of Child Care *Licensing Task Force on Regulations* 2013	Task Force Member
Delaware Office of Child Care Licensing *Revision of Delacare: Regulations for* *Early Care and Education sand* *School-Age Centers* 2013	Task Force Member
New Scripts Delaware 2005 to 2009	Board Member
Governor's Summit on *Early Childhood* 2006	Work Group Facilitator, "Ready Schools"
Delaware Early Childhood	Chair/Facilitator, Child Outcomes Work Group

Outcomes Advisory Group 2004 to 2006	Member, Child Indicators Sub-group
Delaware Full-day kindergarten *Pilot Program Grant* 2005	Grant Proposal Reviewer
Delaware HJR 9 Task Force *on Early Childhood* 2003 to 2005	Member Full-day Kindergarten Work Group.
Middle States Early Childhood *Network of the Council of* *Chief School Officers* 2003 to 2005	Member
New Jersey Professional *Development Center for Early* *Care and Education* 2001 to 2003	Articulation Work Group Member Early Childhood Supervisor Credential Work Group Member
New Jersey Early Childhood *Education Curriculum* *Framework development.* 2001	Resource Team Member
Focus on Education: *New Jersey Association for* *Supervision and Curriculum* *Development Journal.* 1998 to 2002	Editorial Board Member
Middle States Commission *on Higher Education* 1990 to 2002	Site Evaluation Team Member
Earthstar: A Foxfire-Affiliated *Network of New Jersey Teachers* 1999 to 2001	Founding Member Treasurer
East Trenton Library Student-to- *Student after-school tutoring* *and mentoring program* 1993-1996	Developer and Overseer
New Jersey Association *of Teacher Educators* *Journal* 1991 to 1995	Reviewer
Massachusetts Board of Regents *of Higher Education* 1989	Site Evaluation Team Member

Martin Luther King, Jr.,	Board Member
Cooperative Preschool,	
Newark, DE	
1981-1982	

West Center City Day	Trustee
Nursery Association,	
Wilmington, DE	
1978-1981	

PROFESSIONAL DEVELOPMENT WORKSHOPS

| *Teacher research* | "Action research: Building your own research-basedpractice". Delaware Full- |
| 2006 | Day Kindergarten Institute. Dover, DE |

Teacher research	"Finding your research questions"
2006-2007	"Deciding what to document"
	"Case study: Learning from looking at a single child"
	Delaware Department of Education Professional Development Cluster,
	First steps toward success in full-day kindergarten, Dover, DE

Child-centered curriculum"	Sifting through the possibilities: Making curriculum decisions in a child-
2003	centered classroom" (with Laura Morris)
	The Early Learning Center, Unversity of Delaware, Newark, DE

Mentoring beginning teachers.	
2001, 2002	Hopewell Valley Regional School District
1993	The Lawrenceville School, Lawrenceville, NJ
1992	New Egypt Elementary School, New Egypt, NJ

Experience-based teaching	University of Pennsylvania/Philadelphia School District Collaborative,
and learning	Philadephia, PA
1999 .	

| *Teacher research* | Ben Franklin Elementary School, Lawrenceville, NJ |
| 1996-1998 | |

Kindergarten math curriculum.	
1994	Princeton and East Windsor School Districts, Princeton, NJ
1993	Lawrenceville School District, Lawrenceville, NJ

Primary math curriculum.	
1994	Grant Elementary School, Trenton, NJ
1987	University City New School, Philadelphia, PA

| *Pre-K curriculum* | Ewing Township School, Ewing, NJ |
| 1989 | |

| *Ungraded primary* | Unionville-Chadds Ford School District, Unionville, PA |
| 1988 | |

GRANTS and GRANT PROPOSALS

Under review: IES e-Professional Development for Early Childhood Educators: Focus on Physical Science and
                          Engineering

Carol Vukelich, Jennifer Buckley, Jennifer Gallo-Fox, Henry May,
Cynthia Paris, and Kathryn Scantlebury

Under review: NSF e-Professional Development for Early Childhood Educators: Focus on Physical Science and Engineering
Carol Vukelich, Jennifer Buckley, Jennifer Gallo-Fox, Henry May,
Cynthia Paris, and Kathryn Scantlebury

2012 -2017   Investigator, Office of Special Education and Rehabilitative Services (OSERS): *Technology and Media Services for Individuals With Disabilities--Models Promoting Young Children's Use of Assistive Technology*

2005 - 2006   Principal Investigator, University of Delaware Instructional Grant. *Moving Field Experiences to Service Learning Opportunities.*

2005 -2006   Principal Investigator, University of Delaware General University Research Grant. *Teacher's growth toward child-initiated curriculum approaches across the professional life span.*

2004-2005   Principal Investigator, University of Delaware College of Human Services, Education and Public Policy Research Grant. *Teachers as curriculum-makers.*

2001-2003 Project Director of New Jersey Commission on Higher Education-funded *Virtual Learning Community* professional development project.

2000-2003   Coordinator of Prudential Foundation Planning and Early Implementation Grant to support the creation of Rider University's Early Childhood Education Programs.

2000   Recipient of Rider University Research Grant-in-Aid. Seeking ways to develop and support learner-centered teachers: An analysis of the personal and professional histories of experienced progressive teachers.

1996 – 2000   Local administrator of Geraldine R. Dodge Foundation grant to The Foxfire Fund, Inc. to support teacher outreach and support in New Jersey.

1993-1996   Co-coordinator of Borden Foundation-funded "Student to Student" tutoring and mentoring program pairing Trenton students and Rider University students.

AWARDS

2009   *NAECTE Outstanding JECTE Journal Article Award,* Honorable Mention for "Agency and child-centered practice in novice teachers: Autonomy, efficacy, intentionality, and reflectivity" (with Polly Lung)

2009   *Jane Ilene Davidson Leadership Award*, Delaware Association for the Education of Young Children

2005   *First Annual Research Award,* National Association of Early Childhood Teacher Education Foundation for "Curriculum Agency and Novice Teachers"

2000   *Foxfire President's Award,* for contributions to setting direction for the organization's research and teacher support services

1992   *Conference on English Education (CEE) Richard A. Meade Award for Distinguished Research in English Education* for *Learning to write differently: Beginning writers and word processing*

1988   *William E. Arnold Alumni Award for Leadership*, Graduate School of Education, University of Pennsylvania

CERTIFCATIONS

Delaware Teacher of Early Childhood/Primary K-4
New Jersey Teacher of Preschool through Grade 3
New Jersey Curriculum Supervisor
Delaware Office of Child Care Licensing Early Childhood Teacher, Early Childhood Administrator, School Age Administrator

CURRENT MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Association for Colleges forTeacher Education
American Educational Research Association
        Division B, Curriculum
        Division K, Teacher Education
        SIG member, Early Education and Child Development
        SIG member, Critical Perspectives on Early Childhood Education
Delaware Association for the Education of Young Children
International Association of Laboratory Schools
National Association for the Education of Young Children
National Association of Early Childhood Teacher Educators
        Editorial Board Member, *Journal of Early Childhood Teacher Education*
National Coalition of Campus Children's Centers
National Council of Teachers of Mathematics
National Science Teachers Association