

AMY B. PALMERI

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CURRENT APPOINTMENT

Assistant Professor of the Practice of Education

ACADEMIC INTERESTS AND RESPONSIBILITIES

Scholarship

Teacher Education and Supporting and Assessing Beginning Teacher Development
Teacher Candidates' Content Knowledge for Teaching and their Developing Pedagogy
Field-Based Learning Experiences in Teacher Education

Teaching

Learning and Development in Early Childhood Education
Historical and Scientific Reasoning in Young Children
Science and Social Studies Methods, Curriculum and Pedagogy
Science for Elementary Teachers
Professional Seminar (concurrent with student teaching)

Administration

Program Director for the Early Childhood Education Licensure Program
Program Director for the Undergraduate Elementary Education Program
Oversight of Placements for Early Field Experiences and Student Teaching for:

- Early Childhood Education Field Experiences
- Early Childhood Education Student Teaching
- Undergraduate Elementary Education Field Experiences
- Undergraduate Elementary Education Student Teaching

EDUCATION

1995 Ph.D. INDIANA UNIVERSITY - Bloomington, Indiana
Major: Curriculum & Instruction -- Early Childhood Education
Minor: Science Education
Dissertation: *The Consistency Between Second-Grade Teachers' Beliefs
Toward Science and Their Science Teaching Practice*

1990 B.A. SUNY at BUFFALO – Buffalo, New York
Majors: Biological Sciences and Psychology (Honors: Cum Laude)

PROFESSIONAL EXPERIENCE

University Teaching Experience

2000- ASSISTANT PROFESSOR OF THE PRACTICE OF EDUCATION

Department of Teaching and Learning
Peabody College at Vanderbilt, Nashville, Tennessee

1997-2000 LECTURER OF EDUCATION

Department of Teaching and Learning
Peabody College at Vanderbilt, Nashville, Tennessee

1995-1997 ADJUNCT ASSISTANT PROFESSOR OF EDUCATION

Department of Teaching and Learning
Peabody College at Vanderbilt, Nashville, Tennessee

1991-1995 ASSOCIATE INSTRUCTOR

School of Education
Indiana University, Bloomington, Indiana

Other Teaching Experience

1994 SATURDAY SCIENCE TEACHER

School of Education
Indiana University, Bloomington, Indiana

Responsible for developing the curriculum for and teaching an eight-week course developed for children in grades 1 through 3. This light-hearted series explored two- and three-dimensional objects, balance, and properties of matter through science, art, and literature.

1992-1994 INSTRUCTOR

School of Continuing Studies
Indiana University, Bloomington, Indiana

Responsible for team teaching three Child Development Associate training courses. Together the courses entailed 120 hours of instruction in eight competency areas: planning a safe, healthy environment to invite learning; steps to advance children's physical and intellectual development; positive ways to support children's social and emotional development; strategies to establish productive relationships with families; strategies to manage an effective program operation; maintaining a commitment to professionalism; observing and recording children's behavior; and principles of child growth and development.

1986-1990 TEACHER OF THREE AND FOUR YEAR-OLD CHILDREN

Child's Creative Development Center
Tonawanda, New York

Provided children with a safe and nurturing environment; met children's physical, social, emotional, and intellectual needs; prepared daily activities within the framework of an overarching curriculum; maintained an inviting and stimulating environment; maintained good communication with parents.

Other Professional Experience

1994-1995 WORKSHOP PRESENTER

Heritage Education Foundation, Inc.

Indianapolis, Indiana

Present day-long workshops for K-12 teachers introducing an environmental curriculum, Partners with the Earth, developed by the Heritage Education Foundation, Inc..

Fall 1994 RESEARCH ASSISTANT (with Dr. Cary Buzzelli)

Curriculum & Instruction -- Early Childhood Education

Indiana University, Bloomington, Indiana

Conducted library research, wrote bibliographic annotations, analyzed data, and edited documents related to research on classroom discourse between teachers and students.

HONORS, AFFILIATIONS, AND PROFESSIONAL DEVELOPMENT

Honors

Recipient of the Benefactors of the Commons Award – given for outstanding service to Peabody College (2002, 2003, 2007, and 2008)

Indiana University Fellowship

Indiana University School of Education fellowship

SUNY at Buffalo Mary Norton Thompson Scholarship

Affiliations

Member of:

Association for Science Teacher Educators (ASTE)

National Association for the Education of Young Children (NAEYC)

National Association of Early Childhood Teacher Educators (NAECTE)

National Council for the Social Studies (NCSS)

National Science Teachers Association (NSTA)

Professional Development

Attend CAEP Conference, Nashville, TN, March 26-28, 2014

Attend PACT & edTPA Implementation Conference, San Diego, CA, November 2-3, 2012.

Attend Teacher Performance Assessment (TPA) training. Tennessee Board of Regents, August 16, 2010.

Attend NAEYC/NCATE Program Report Workshop. November 6-7, 2007.

Attend TNE's Annual Learning Network Meeting. October 29-31, 2007.

Attend TNE's (Teachers for a New Era) Second Annual Learning Network Meeting. November 29 - December 1, 2006.

Attend AACTE's Winter Institute. "Using Research and Evidence to Improve Teacher Education." January 1-4, 2005

State-wide meeting of Program Directors from Teacher Education Programs, Belmont University, Spring 2003

Tennessee State Framework for New Teacher Evaluation, Fall 2001

Vanderbilt Mentor Program, Summer 2001

GRANTS AND GRANT-WORK

“Building a Pipeline of Teaching Excellence,” Department of Education Investment in Innovation (I3) Grant to the National Board for Professional Teaching Standards Investment in Innovation. Principal Investigators: Linda Darling-Hammond, Lisa Stooksberry, Marcy Singer-Gabella. (Funded \$3,000,000 for FY 2013-2017 (contract to NBPTS). My Role: Project Investigator (2014 -).

“Using iPads to improve and enhance the mentoring of teacher candidates” Peabody College Instructional Improvement Grant. Co-PI with Barbara Stengel and Kathy Ganske (Funded \$8983.00 for FY 2011/2012)

“Linking Teacher Preparation to Student Learning in Mathematics and Science.” National Science Foundation, Teacher Professional Continuum Program Grant. PI – Marcy Singer-Gabella. My role: Researcher (2006-2010)

“Pilot Induction Program: Inviting in Our Graduates to Talk about Teaching” Peabody College Instructional Improvement Grant. Co-PI with Marie Hardenbrook, Catherine McTamane, and Kim Paulsen (Funded \$5000.00 for FY 2007/2008)

“Piloting a Professional Seminar: Developing an Early Childhood Cohort” Peabody College Instructional Improvement Grant. Co-PI with Tisha Bennett (Funded \$5150.00 for FY 2005/2006; Extended FY 2006/2007)

“Responding to New Demands on Schools of Education: Laying the Groundwork” Peabody College Instructional Improvement Grant. Co-PI with Margaret Smithey (Funded \$5450.00 for FY 2005/2006)

“Supporting Beginning Teacher Development” Peabody College Instructional Improvement Grant (Funded \$9600.00 for FY 2003/2004; Extended FY 2004/2005)

“Creating Communities of Teaching Professionals to Enhance Teacher Development” Peabody College Instructional Improvement Grant. (Funded \$10,000.00 for FY 2001-2002; Extended FY 2002/2003)

"Interdisciplinary Multimedia-Based Case," PTTT Catalyst Faculty Incentive Grant. Responsibilities: Work directly on the development of the case and plan the implementation of the case with Student Teachers (2000-2003)

“Uses of Technology in Standard-based Teacher Education” Project 2.1.4 of The National Partnership for Excellence and Accountability in Teaching (NPEAT). Responsibilities: Early Childhood Science Education consultant to the project (1998-1999)

PUBLICATIONS

Journal Articles

Palmeri, A.B., (2014). Building Prospective Early Childhood Teachers’ Content Knowledge Through Historical Reasoning Tasks. Manuscript submitted for publication.

- Palmeri, A. (2009). Making Sense of Data: Giving students freedom in collecting data helps them develop lasting understanding and solid problem-solving skills. Science and Children, 47(2), 30-33.
- Palmeri, A., Cole, A., DeLisle, S., Erickson, S., and Janes, J. (2008). What's the Matter with Teaching Children about Matter? Science and Children, 46(4), 20-23.
- Palmeri, A. (2007). Teaching about Animals: Reflections on teaching to address the gaps between adults' and children's conceptions. Science and Children, 45(1), 52-55.
- Singer-Gabella, M., Iddings, C., Paulsen, K., Smithey, M., Hardenbrook, M., Palmeri, A., Schauble, L., and Benbow, C. (2007). From Teacher Education to P-12 Learning Outcomes: The New Burden of Proof. Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice, 21(Spring and Summer), 115-138.
- Collins, A., Bercaw, L., Palmeri, A., Altman, J., & Singer-Gabella, M., & Gary, T. (1999). Good intentions are not enough: A story of collaboration in science, education, and technology. Journal of Science Teacher Education, 10(1), 3-20.
- Palmeri, A. B., Schmidt, M. K., & Ballard, L. (1994). Antecedent experiences in early childhood teacher education: The hidden treasure. Teaching and Learning: The Journal of Natural Inquiry, 8(2), 10-20.

Books and Book Chapters

- McTamaney, C. & Palmeri, A. (2011). Mirrors, Maps, and Torchlights: Enacting a Conceptual Framework for Teacher Education. In A. Cohen and A. Honigsberg (Eds.) *Breaking the Mold of Preservice and Inservice Teacher Education: Innovative and Successful Practices for the 21st Century* (pp. 5-14). New York: Rowan Littlefield.

NATIONAL LEVEL PROGRAM REPORTS

- Palmeri, A. (Feb. 2008). NAEYC Program Report. Department of Teaching and Learning, Peabody College, Vanderbilt University. Received National Recognition, July 2008.

PROGRAMMATIC REPORTS, HANDBOOKS, AND DOCUMENTS

- Palmeri, A. (2012, 2013, 2014). CAEP (NCATE) Annual Program Reports for the Early Childhood Education Program.
- Palmeri, A. (2013, 2014). CAEP (NCATE) Annual Program Reports for the UG Elementary Education Program.
- Palmeri, A. (2011, 2012, 2014). SACS Annual Program Reporting for the Early Childhood Education Program.
- Palmeri, A. (2014). SACS Annual Program Reporting for the UG Elementary Education Program.
- Palmeri, A. (2010, 2009, 2008, 2007). *Mentor Handbook: Your Guide to Mentoring the Vanderbilt Early Childhood Education Teacher Candidate*. Department of Teaching and Learning, Peabody College, Vanderbilt University.
- Palmeri, A. (2009, 2007). *Your Guide to Undergraduate Academic Advising*. Department of Teaching and Learning, Peabody College, Vanderbilt University.
- Palmeri, A. (2009, 2008, 2007, 2006). *Early Childhood Teacher Candidate Performance Assessment Handbook*. Department of Teaching and Learning, Peabody College, Vanderbilt University.

Palmeri, A., Hardenbrook, M., & Yates, S. (2008). *Teacher Candidate Policy and Performance Assessment Handbook: Your Guide to Practica and Student Teaching* (Revised). Department of Teaching and Learning, Peabody College, Vanderbilt University.

Palmeri, A., Hardenbrook, M., & McTamaney, C. (2006). *Teacher Candidate Policy and Performance Assessment Handbook: Your Guide to Practica and Student Teaching*. Department of Teaching and Learning, Peabody College, Vanderbilt University.

PRESENTATIONS

National Presentations

Hundley, M., Palmeri, A., Stengel, B., Hostetler, A., Johnson, H., & Pendergrass, E. (2015 February). Beyond vocabulary and sentence frames: Framing academic and disciplinary language practices for pre-service teachers. Proposal accepted for presentation at the meeting of the American Association of Colleges of Teacher Education. Atlanta, GA.

Palmeri, A., & Peter, J. (2015, February). All that glitters is not gold: Scaffolding student teachers' reflections on practice. Proposal accepted for presentation at the meeting of the American Association of Colleges of Teacher Education. Atlanta, GA.

Palmeri, A., & Peter, J. (2015, February). Do you see what I see: Using differentiated feedback to support the development of school-ready and learner-ready novice teachers. Proposal accepted for presentation at the meeting of the Association of Teacher Educators. Phoenix, AZ.

Palmeri, A., & Peter, J. (2014, November). Moving Beyond: "How did it go?": A Systematic and Developmental Approach to Mentoring Teacher Candidates. Paper accepted for presentation at the meeting of the National Association of Early Childhood Teacher Educators, Dallas, TX.

Hundley, M., & Palmeri, A. (2014, October). Framing academic and disciplinary language practices for pre-service teachers. Presentation at the edTPA implementation conference, Los Angeles, CA.

Palmeri, A.B., Stengel, B., Hundley, M., Singer-Gabella, M. (2013 February) Teacher Education: Filter or Pump? Paper presented at the meeting of the American Association of Colleges of Teacher Education. Orlando, FL.

Palmeri, A.B. (2012, November). Historical Reasoning: Prospective Teachers' Tool Use and Developing Pedagogical Practice. Presented at the meeting of the National Council for the Social Studies, Seattle, WA.

Palmeri, A.B. (2011, November). Building bridges between children, content, and pedagogy: A vision of the future of early childhood teacher education. Presented at the meeting of the National Association of Early Childhood Teacher Educators, Orlando, FL.

Hundley, M., Palmeri, A., & Shahan, E. (2011, February). Creating the Story: Designing Assessments to Assess Pre-Service Teacher's Content and Pedagogical Content Knowledge. Presented at the meeting of the American Association for Colleges of Teacher Education, San Diego, CA.

Palmeri, A. (2011, January). Lost in Translation: The Challenge of Transforming Disciplinary Practice into Pedagogical Practice. Presented at the meeting of the Association for Science Teacher Education, Minneapolis, MN.

- Palmeri, A. (2010, November). Creating Powerful Program Assessments: Holding Ourselves Accountable for teacher Candidates' Developing Knowledge and Practice. Presented at the meeting of the National Association of Early Childhood Teacher Educators, Anaheim, CA.
- Hundley, M., Paulsen, K., Palmeri, A., Capizzi, A., Shahan, E., & DeFonte, A. (2010, February). Assessing Pre-Service Teachers' Content and Pedagogical Content Knowledge Along a Trajectory. Presented at the meeting of the American Association for Colleges of Teacher Education, Atlanta, GA.
- Palmeri, A.B., Hundley, M., Paulsen, K., Capizzi, A., Shahan, E., & DeFonte, A. (2010, February). Comprehensive Teacher Candidate Performance Assessments: Design, Implementation and Impact. Presented at the meeting of the American Association for Colleges of Teacher Education, Atlanta, GA.
- Capizzi, A.M., Da Fonte, M. A., Paulsen, K., Palmeri, A., Hundley, M., & McTamane (2009, November). Do as We Say AND as We Do: Faculty Collaboration across Departments. Presented at the CEC Teacher Education Division Conference, Charlotte, NC.
- Palmeri, A. (2009, April). Developing Disciplinary Practices to Support the Pedagogical Practices of Prospective Elementary Teachers. Paper presented at the meeting of the National Association for Research in Science Teaching, Garden City, CA.
- Singer-Gabella, M., Kindfield, A., Bolger, M., & Palmeri, A. B. (2008, March). Practice and Pedagogies in Undergraduate Science. Paper presented as part of a symposium: The Vision and reality of Fostering Teachers' Pedagogical Content Knowledge at the meeting of the American Educational Research Association, New York, NY.
- Singer-Gabella, M., Palmeri, A.B., and Kindfield, A. (2008, February). Toward the Improvement of Prospective Teachers' Understanding of Science: Investigating and Investing in the Margins of University Education. Paper presented at the meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.
- Palmeri, A.B., Sanders, T.B. (2007, February). Intersecting Pathways: Exploring the Multifaceted Nature of Learning to Teach. Paper Presented at the meeting of the American Association of Colleges of Teacher Education, New York, NY.
- Palmeri, A.B., Singer-Gabella, M., Hardenbrook, M., Iddings, C., and Schauble, L. (2006, January). Enacting the Burden of Proof: Assessing Pre-Service Teacher Candidates to Understand their Impact on P-12 Student Learning. Paper presented at the meeting of the American Association of Colleges of Teacher Education, San Diego, CA.
- Singer-Gabella, M., Palmeri, A., & Hardenbrook, M. (2006, January). A Bridge Through Fog: Linking Teacher Preparation to P-12 Student Learning. Paper presented at the meeting of the American Association of Colleges of Teacher Education, San Diego, CA.
- Singer-Gabella, M., Iddings, C., Paulsen, K., Smithey, M., Hardenbrook, M., Palmeri, A., and Schauble, L. (2005, February). From Teacher Education to P-12 Learning Outcomes: The New Burden of Proof. Paper presented as part of the AACTE Major Forum: Making Private Deliberations Public, Washington, DC.
- Palmeri, A.B., Risko, V.J., & Barron, L. (2004, April). Using a Web-based Multimedia Case to Support Prospective Teachers' Planning and Implementing Interdisciplinary Instruction: Initial Research Findings. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

- Palmeri, A.B. (2004, February). Preparing Beginning Teachers for Early Childhood Classrooms with Diverse Learners. Paper presented at the meeting of the Association of Teacher Educators, Dallas, TX.
- Palmeri, A.B. (2004, February). Diverse Learners in the Early Childhood Classroom: Preparing Beginning Teachers. Paper presented at the meeting of the American Association of Colleges of Teacher Education, Chicago, IL.
- Palmeri, A.B. (2003, April). Redesigning Teacher Preparation: the Challenge of Merging Programmatic Vision with Personal and Professional Guiding Principles. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Palmeri, A.B., Risko, V.J., & Barron, L. (2003, March). AMIGO³: Interdisciplinary Case – Integrating Content in the Classroom. Paper presented as part of an Invited Symposium at the meeting of the Society for Information Technology and Teacher Education, Albuquerque, New Mexico.
- Palmeri, A.B. (2002, February). Sharing Responsibility for Enhancing Teacher Development Through the Development of Communities of Teaching Professionals. Paper presented at the meeting of the American Association of Colleges of Teacher Education, New York, NY.
- Palmeri, A.B. (2002, February). Fostering Communities of Teaching Professionals to Enhance Teacher Quality and Retention. Paper presented at the meeting of the Association of Teacher Educators, Denver, CO.
- Palmeri, A.B. (2002, January). Bridging Content and Pedagogy within Early Childhood Teacher Preparation: Focusing on Children’s Scientific Reasoning. Paper presented at the meeting of the Association for the Education of Teachers in Science, Charlotte, NC.
- Palmeri, A.B. (2001, March). Enhancing Teacher Development: The Role of Teacher Education Curriculum in Supporting the Transition from Student to Teacher. Presentation at the meeting of the American Association for Colleges of Teacher Education, Dallas, TX.
- Pellegrino, J., Barron, L., Palmeri, A., Plants, B. (2001, March). Information Technology and Teacher Education: Leveraging the Power of Learning Theory and Technology. Presentation at the meeting of the American Association for Colleges of Teacher Education, Dallas, TX.
- Palmeri, A.B. (2001, February). Transition from Student to Teacher: Supporting Teacher Development. Presentation at the meeting of the Association of Teacher Educators, New Orleans, LA.
- Palmeri, A.B. (2001, January). Fostering Teacher Development: A New Approach to Early Childhood Science Teacher Education. Presentation at the meeting of the Association for the Education of Teachers in Science, Costa Mesa, CA.
- Westberg, L., Schmidt, M.K., & Palmeri, A.B. (1999, April). Engaging Minds: Using the Project Approach with Adult Learners. Presentation at the meeting of the National Head Start Association, Minneapolis, MN.
- Stooksberry, L.M. & Palmeri, A.B. (1999, February). Facilitating a Learning Community Through Professional Conversations in Preservice Teacher Education. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Washington, DC.

- Palmeri, A.B. (1999, January). Using HyperNews Technology to Enhance Professional Dialog between Preservice Elementary Teachers. Paper presented at the meeting of the Association for the Education of Teachers of Science, Austin, TX.
- Palmeri, A.B., Schmidt, M.K., & Westberg, L. (1998, June). Engaging Minds: Using the "Project Approach" with Adult Learners. Presentation at the National Institute for Early Childhood Professional Development, Miami, FL.
- Schmidt, M.K., Westberg, L., & Palmeri, A.B. (1998, April). From Me to Us: Building Relationships in Learning Communities with Adults. Presentation at the meeting of the Association for Childhood Education International, Tampa, FL.
- Westberg, L., Schmidt, M.K., Palmeri, A.B. (1997, November). Engaging minds: Using the Project Approach with Adult Learners. Presentation at the meeting of the National Association for the Education of Young Children, Anaheim, CA.
- Gary, T., Collins, A., Palmeri, A.B., & Altman, J. (1997, October). Interactive CD-ROM on Cystic Fibrosis created at Vanderbilt University. Poster presented at the International Cystic Fibrosis Conference, Nashville, TN.
- Schmidt, M.K., Westberg, L., & Palmeri, A.B. (1997, April). Engaging minds: Using the "project approach" in early childhood teacher education. Presentation at the meeting of the Association for Childhood Education International, Portland, OR.
- Collins, A., Bercaw, L., Gary, T., Palmeri, A.B., & Altman, J. (1997, March). Uncommon Ground: Collaboration in Science, Science Education, and Technology. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Collins, A., Bercaw, L., Palmeri, A.B., Gary, T., & Altman, J. (1997, March). Interdisciplinary Collaboration in Science Education and Technology: Support and Hindrance. Paper presented at the meeting of the National Association for Research in Science Teaching, Oak Brook, IL.
- Collins, A., Bercaw, L., Palmeri, A.B., Altman, J., Gary, T., Singer-Gabella, M. (1997, January). Common Ground: Interdisciplinary Collaboration in Science, Science Education, and Technology. Paper presented at the meeting of the Association for the Education of Teachers of Science, Cincinnati, OH.
- Schmidt, M.K., & Palmeri, A.B. (1996, November). When teachers' beliefs and practices in early childhood education do not coincide -- dilemmas teachers face. Paper presented at the meeting of the National Association for the Education of Young Children, Dallas, TX.
- Palmeri, A.B. (1996, April). The role of teachers' beliefs on the planning and implementation of second-grade science curricula. Poster presented at the meeting of the American Educational Research Association, New York City.
- Palmeri, A.B. (1996, April). Teaching dilemmas as the impetus for teacher change and development within science education. Poster presented at the meeting of the American Educational Research Association, New York City.
- Schmidt, M.K., & Palmeri, A.B. (1996, April). The struggles of theory and practice in early childhood teacher education. Paper presented at the meeting of the Association of Childhood Education International, Minneapolis, MN. (Schmidt gave the presentation)
- Palmeri, A.B. (1996, March). The beliefs and science teaching practices of four QUEST teachers. Paper presented at the meeting of the National Association for Research in Science Teaching, St. Louis, MO.

- Schmidt, M. K. & Palmeri, A. B. (1995, November). Through the looking glass: Teacher beliefs reflected in classroom practices. Poster presented at the meeting of the National Association of Early Childhood Teacher Educators, Washington, DC.
- Palmeri, A. B. (1995, April). The Consistency between second-grade teachers' attitudes and beliefs toward teaching science and their science teaching practice. Paper presented at the meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Gee, C. J. & Palmeri, A. B. (1995, March). Environmental science: across the curriculum and through the ages. Presentation at the meeting of the National Science Teachers Association, Philadelphia, PA.
- Palmeri, A. B. (1995, March). Translating science beliefs into science teaching practices: Do primary teachers do as they say? Paper presented at the meeting of the National Science Teachers Association, Philadelphia, PA.

Regional Presentations

- Palmeri, A.B. (2002, November). Engaging Prospective Teachers in the Development and Implementation of Interdisciplinary Curriculum using a Web-Based Case. Paper presented at the meeting of the Mid-South Educational Research Association, Chattanooga, TN.
- Palmeri, A. B., & Schmidt, M. K. (1993, October). Antecedent experiences in early childhood teacher education: The hidden treasure. Paper presented at the meeting of the Mid-West Educational Research Association, Chicago, IL.
- Palmeri, A. B. (1993, April). Adapting discovery based science for children with disabilities. Paper presented at the meeting of the Mid-West Association for the Education of Young Children, Indianapolis, IN.
- Palmeri, A. B., Schmidt, M. K., & Chlebo, J. (1993, April). Interdisciplinary multicultural/global education: Every day in the early childhood classroom. Presentation at the meeting of the Mid-West Association for the Education of Young Children, Indianapolis, IN.

State & Local Presentations

- Henrie, A., Johnson, H., & Palmeri, A. (2014 November). ATLAS: Helping Educators Improve their Practice. Presentation at the Tennessee Science Teachers Association Conference, Murfreesboro, TN.
- Hundley, M., & Palmeri, A. (2014, November). Academic and Disciplinary Language Practices. Presentation at the Tennessee edTPA Workshop, Clarksville, TN.
- Palmeri, A.B. (1996, April). Mystery Mixtures: Science Language in Problem Solving. Presentation at the Second Annual Conference on Literacy and Curriculum, Nashville, TN.
- Palmeri, A. B. (1995, February). Respectfully yours: developing environmental awareness in young children. Presentation at the meeting of the Hoosier Association of Science Teachers Inc.
- Palmeri, A. B. (1995, February). Rejuvenating the science curriculum: New roles for teachers of young children. Presentation at the meeting of the Hoosier Association of Science Teachers Inc.

- Palmeri, A. B. (1994, September). Discovering the scientist inside yourself: Rethinking the science curriculum. Presentation at the meeting of the Indiana Association for the Education of Young Children, Indianapolis, IN.
- Palmeri, A. B. (1994, April). Protecting and respecting the environment: Enjoying Environmental science with young children. Presentation at the meeting of the South Central Association for the Education of Young Children Conference, Bloomington, IN.
- Palmeri, A. B., & Schmidt, M. K. (1993, September). Antecedent experiences in early childhood teacher education: The hidden treasure. Paper presented at the meeting of the Indiana Association for the Education of Young Children, Indianapolis, IN.

Inservice & Preservice Workshops

- Palmeri, A.B. (1996, July). Hands-on, Minds-on Science. Inservice workshop presented at Moore Elementary School for elementary school teachers in Franklin, TN.
- Palmeri, A. B. (1994, October). Becoming a scientist: Educationally appropriate science for children and teachers. Guest lecture presented for E506: Early Childhood Curriculum. Indiana University, Bloomington, IN.
- Palmeri, A. B. (1994, September). Developing a science curriculum both children and teachers can enjoy. Workshop presented for the teachers at Southport Presbyterian Christian School, Indianapolis, IN.
- Palmeri, A. B. (1994, August). Enjoying science in the preschool classroom. Workshop presented for the teachers at the Bloomington Developmental Learning Center, Bloomington, IN.
- Palmeri, A. B., Schmidt, M. K., & Chlebo, J. (1993, November). Interdisciplinary multicultural/global education: Every day in the early childhood classroom. Guest lecture presented for E506: Early Childhood Curriculum, Indiana University, Bloomington, IN.
- Palmeri, A. B. (1993, October). Early childhood science education: Experiencing and exploring with water. Guest lecture presented for E506: Early Childhood Curriculum. Indiana University, Bloomington, IN.
- Palmeri, A. B., Schmidt, M. K., Chlebo, J., & Wilson-Barce, J. (1992, November). Interdisciplinary multicultural/global education: Everyday in the early childhood classroom. Guest lecture presented for E338: The Early Childhood Educator, Indiana University, Bloomington, IN.

Invited Colloquium

- Palmeri, A. & Hundley, M. (2010, March). Practice in Pieces: Defining and Developing the Work of Teaching in Teacher Education. Research Conversation, Department of Teaching and Learning, Peabody College of Vanderbilt University.
- Palmeri, A., Yates, S., & Hardenbrook, M. (2009, September). Teacher Preparation: Struggles and Strategies. Fulbright Scholars Seminar, Peabody College of Vanderbilt University.

TEACHING & MENTORING

Current and Recently Taught Courses

Spring 2015

EDUC 2240: Practicum in Elementary Science and Social Studies (Teaching and Supervision)

SSED 2240: Teaching Social Studies in Elementary Schools

Fall 2014

EDUC 2291: Student Teaching Seminar for Early Childhood Education

EDUC 2702: Student Teaching in Early Childhood Education – Supervision & Administration

SSED 2210: Teaching Social Studies in Elementary Schools

Spring 2014:

EDUC 2150: Science and Social Studies Instruction in the Primary Grades

EDUC 2151: Practicum in Mathematics, Science and Social Studies in the Primary Grades – Instruction & supervision

Fall 2013:

EDUC 2291: Student Teaching Seminar for Early Childhood Education

EDUC 2702: Student Teaching in Early Childhood Education – Supervision & Administration

SSED 2100: Historical and Scientific Reasoning in Young Children

Courses Taught at Vanderbilt University

Advanced Science and Social Studies Curriculum in Early Childhood Education (EDUC 3150)

This course is a required methods course within the Master's level certification program in Early Childhood Education. The course is an integrated study of (1) the development of young children's scientific and historical ideas, (2) strategies for effective science and social studies instruction, and (3) early childhood science and social studies curriculum. The course draws from, builds upon, and integrates current research and exemplary practice.

Early Childhood Practicum: Classroom Organization, Management, and Teaching (EDUC 3262)

This practicum is the second experience in a two-practicum sequence intended for early childhood education master's degree students who are preparing for student teaching. EDUC 3261 and EDUC 3262 were designed as a two-semester sequence to provide both a depth of experience in a single classroom and a sense of continuity across one's program. This course is designed to provide graduate students with the opportunity to integrate knowledge, theory and teaching strategies learned in methods courses with the practice of observing and teaching in an early childhood classroom.

Historical and Scientific Reasoning in Young Children (SSED 2100)

This course is a required course within the Early Childhood Education program and an elective course within the Child Studies Interdisciplinary major. The general goal of the course is for students to better understand how children's intuitive ideas can successfully be transformed into sound scientific and historical understandings. Students are challenged to look at science and social studies from a developmental perspective, enabling them to think about how scientific and historical concepts can be experienced so they are meaningful to the young learner; how to analyze or anticipate a child's reaction to scientific or historical experiences; and how to select and organize experiences that support children's development of scientific and historical understandings.

Learning and Development in Early Childhood Education (EDUC 2140)

This course is required of those students seeking initial licensure in early childhood education and is a major elective for students majoring in Child Studies or Child Development. Students in the course apply an understanding of learning and development. Students examine a variety of early childhood curriculum models and consider each model to identify both explicit and implicit assumptions about learning and development reflected in particular models. In addition, students consider how the role of the classroom teacher and the establishment of classroom norms are shaped by each curricular model. An imbedded 20-hour practicum enables students to see different curricular models and to interact with preschool children.

Science for Elementary Teachers (SCED 2200)

This course is a required course within the Elementary Education program and is an elective course within the Child Studies Interdisciplinary major. This course is designed to examine the relationship between science, technology, and society. Emphasis will be on relating science concepts to real world applications, to societal influences and the changing nature of science. The role of inquiry in science will be examined and experienced. A knowledge of introductory earth, biological, and physical science is presumed and will be utilized to present a view of science as an integrated discipline.

Science and Social Studies Instruction in the Primary Grades (EDUC 2150)

This course is designed to prepare prospective early childhood teachers to provide instruction in mathematics, science, and social studies. The course builds on and extends the core content courses in *Young Children's Mathematical Thinking and Learning* (MTED 2100) and *Scientific and Historical Reasoning in Young Children* (SSED 2100). Collectively this course and the practicum experience (EDUC 2151) have been designed to provide a rich context for theorizing about best practices, critiquing curriculum, developing and implementing teaching activities to support children's learning, and opportunities for examining your own professional thinking and growth.

Practicum in Mathematics, Science and Social Studies in the Primary Grades (EDUC 2151)

As a field experience, EDUC 2151 is designed to provide practical experiences in and reflection on the teaching of mathematics, science, and social studies in the early grades. Collectively this course and the methods course (EDUC 2150) have been designed to provide a rich context for theorizing about best practices, critiquing curriculum, developing and implementing teaching activities to support children's learning, and opportunities for examining your own professional thinking and growth.

Science Methods Courses (SCED 2160; SCED 2250)

These courses (Early Childhood and Elementary) provide students an opportunity to explore the content of science instruction, discuss a variety of teaching and assessment methods, and plan and organize a teaching unit. SCED 2160 was integrated with SSED 2060 to provide an opportunity for students to better understand the process involved in developing an integrated curriculum. SCED 2250 was taught as part of an interdisciplinary initiative where students learned about teaching science within the context of learning science and using technology to create science teaching tools.

Sciences Block Practicum (EDUC 2160/2250/3280)

This is the required practicum for the early childhood & elementary methods courses in mathematics, science, and social studies. Meeting on campus, students explore their beliefs about teaching, learning, and the subject matter, and discuss planning and assessment strategies.

In the field, students refine observational skills and teach mathematics, science, and social studies lessons.

Social Studies Methods Courses (SSED 2210)

This course provides an overview of the field of social studies: Its definition, scope, and purposes. It is simultaneously a subject matter course, a disciplinary practice course, a learning course, and a pedagogical course. Students engage with important social studies knowledge, skills, and dispositions as they utilize disciplinary practices and interact with social studies content. Students investigate learning and how one learns most effectively as they consider the building of their own knowledge and understanding and as they work with children to discover patterns of thinking knowing, and understanding related to big ideas in social studies. Students integrate their new understandings and developing skills to draw conclusions about what constitutes powerful social studies teaching and apply these insights as they plan, instruct, assess, and evaluate social studies lessons.

Student Teaching/Internship Seminar (EDUC 2290; EDUC 2291; EDUC 3005; EDUC 3006)

These courses (Student Teaching Seminar: Elementary; Student Teaching Seminar: Early Childhood; Internship Seminar: Elementary; and Internship Seminar: Early Childhood) are designed to be taken in conjunction with the related student teaching experience (EDUC 2701; EDUC 2702; EDUC 3000; EDUC 3001). Activities and content have been designed to bridge the gap between university coursework and classroom experiences, with a special focus on advancing the professional development of the prospective teachers.

Teaching Diverse Learners in the Early Childhood Classroom (EDUC 2170)

This course is designed to prepare prospective early childhood teachers to provide instruction that addresses the needs of diverse learners, particularly those in preschool through second grade. The general goal of the course is to prepare future early childhood educators to meet the needs of the diverse learners that will be in their future classrooms. Specifically, students in the course will be challenged to engage in a variety of activities that will help them better understand themselves as cultural/diverse/unique beings; help them better understand others (particularly young children) as diverse beings; enable them to synthesize their insights about self and others; and provide them with support and critique as they apply these insights into their teaching practice.

Courses Taught at Indiana University – Bloomington

Science for Early Childhood (E321)

This course provided opportunities for early childhood majors to experience doing, planning, and assessing hand-on science.

Classroom Learning Environments (E337)

This course focused on curricular aspects of early childhood programs including utilizing and evaluating learning environments, selecting materials and activities, and using these to stimulate children's development.

Early Field Experiences in Mathematics and Science (M201)

Supervised elementary education majors in a mathematics and science early field experience. Conducted weekly workshops and observations to help prepare students for teaching mathematics and science.

Advising

I currently serve as the academic advisor for 36 undergraduate students

Masters and Doctoral Student Committees

Dr. Betsy Ketsdever (Doctoral Committee Chair; Ed.D. earned Dec. 2004)

Ms. Ranita Cheruvu (M.Ed. in Science Education earned 2001)

SERVICE

Professional Field

- Advisory Board Member for the *Early Learning Career Pathways Initiative*. A project supported by the U.S. Departments of Education and Health and Human Services and contracted to Kratos Learning. The project seeks to develop, support, and advance the implementation of comprehensive career pathways in the early learning industry that meet the skill, development, and employment needs of low income adults and address the crucial workforce shortage and qualification needs of the field. (2014 -)
- Member of Advisory Panel for the Children's Book division at *National Geographic*. Currently serving as an advisor and reviewer for *Little Kids first Big Book of Who*. A book written for 4-8 year old children introducing them to a range of famous figures from scientists, humanitarians, artists, and explorers. (2014 -)
- Reviewer for *Science and Children* (2007 - 2012)
- Reviewer for the National Association for Research in Science Teaching 2009 conference proposals (2008)
- Chair, Advisory Board of *Science and Children* – a National Science Teachers Association Journal (2008; 1 year-term)
- Advisory Board of *Science and Children* – a National Science Teachers Association Journal (2007-2010; 3 year-term)
- Reviewer for the American Association for Colleges of Teacher Education 2007, 2008, 2009 Conference Proposals (2006-2008)
- Reviewer for the American Educational Research Association 2004 Division K: Teacher Education conference proposals (2003)
- Reviewer for the Association for the Education of Teachers of Science 2002 conference proposals (2001)
- Reviewer for *Science Education* (1995-2005)
- Reviewer for the National Science Teachers Association 1996 conference proposals. (1995)
- Member of the Indiana University campus team at the Women in Science and Engineering conference at Indiana University. (1992-1993)

Community Service

- Serve on the Head Start Education Committee (2006-2011)
- Serve on the Head Start Educational Incentive Review Committee (2006-2011)
- Participated in the Principal for a Day program within the Metropolitan Nashville Public Schools (2003-2004)

- Participant in the Self-Study at Hickman Elementary School for Southern Association of Schools & Colleges Accreditation (2001-2002)
- Member of the Susan Gray School for Children Advisory Board (2000-2002)
- Participated in Professional Development Initiative at Park Avenue Elementary School (1996-1997)
- Volunteer Monroe County (IN) Pre-School Screening (1994-1995)
- Volunteer in a Kindergarten classroom developing & implementing Science Curricula (1992-1993)

University Service

- Serve on the Council on Teacher Education (AY 2006-)
- Serve as a Faculty Marshall at the Main Graduation Ceremony (2003, 2005 -)
- SACS review efforts
- Participate in a variety of Undergraduate Admissions events (e.g., Honors Scholarship events; PreVU; Open House for Admitted Students; MOSAIC weekend)
- Serve as a faculty VUcept with the Vanderbilt Visions Program (2006-2008)

College Service

- Member of the Peabody Faculty Council (elected for a 3 year term 2014 - 2017)
- Member of Ad Hoc Committee focused on on-going NCATE/CAEP accreditation efforts (AY 2007 -)
- Member of the Teacher Education Policy Committee (AY 2008 – 2013)
- Member of Search Committee for a Professor of the Practice Position in Secondary Social Studies Education (AY 2010-2012)
- Member of the Undergraduate Administrative Committee (AY 2001-2011)
- Member of the Search Committee for a Professor of the Practice position in Secondary Education to fill the role as Program Director (AY 2009-2010)
- Member of the Science Education Search Committee (AY 2008-2010)
- Member of the Search Committee for a Professor of Practice Position in Elementary Education (AY 2008-2009)
- Coordinator of the Cambridge Student Teaching Experience in Cambridge, England (Summer 2001-2008)
- College representative to the Tennessee Association of Colleges of Teacher Education (AY 2000 - 2008)
- Member of the Search Committee for three positions in Mathematics Education (Fall 2007 – Spring 2008)
- Member of the Search Committee for a Department Chair within the Department of Teaching and Learning (Spring 2006 – Spring 2008)
- Assist with Preparation for SACS Reaccreditation Review (Spring 2007). Help clarify student learning objectives and document related program assessment methods
- Member of the Dean's Early Childhood Education Coordinating Committee (AY 2005 - 2007)
- Member of the Dean's Teacher Education Coordinating Committee (AY 2004 - 2007)

- College representative to the Metropolitan Davidson County Council on Teacher Education (AY 2000 - 2005 ; President 2003-2004; Vice President 2002-2003)
- Member of the Search Committee for a Senior Lecturer of Education (Spring 2003)
- Chair of Search Committee for the Director of Elementary Education Field Experiences, Assistant Clinical Professor position (Summer - Fall 2002)
- Co-Chair of the Elementary and Early Childhood Social Studies Assistant Clinical Professor search (AY 2001- 2002)
- Member of the Early Childhood Assistant Professor of the Practice Search Committee (AY 2000-2001)
- Member of the Language and Literacy Assistant Professor Search Committee (AY 2000-2001)
- Member of the five person NCATE team to facilitate NCATE review for Spring 2002 (AY 2000 - 2002)
- Member of the Faculty Council's Curriculum and Educational Programs Committee (AY 1999-2000 for a 1 year term)
- In May 1999, I co-presented a session at a Technology in Teacher Education symposium, sponsored by the Department of Teaching and Learning, for members of the Peabody College Alumni Board.

Departmental Service

- Member of Department (and interdepartmental) Teacher Education Committee (AY 2004 -)
- Member of the Early Childhood Education Program Committee (AY 1997- ; Chair AY 2002 -)
- Member and Director of the Undergraduate Elementary Education Program Committee (AY 2012 -)
- Member of Program Leadership Committee (AY 2003 –) A committee of program directors involved with licensure programs
- Served as a Summer Academic Orientation advisor for the Department of Teaching and Learning for incoming first year students & transfer students (Summers 1999 -).
- Serve as Director of Undergraduate Studies (AY 2001-2011)
- Member of the Personnel Committee (AY 2003-2004; AY 2005-2007).
- Member of the Field Experiences Committee (AY 1998-2003); Committee Chair AY 2000-2001). The committee evolved into an ad-hoc committee of Program Directors
- Member of the Elementary Education Program Committee (AY 1998- 2003)
- Serve as a Freshman Advisor for Early Childhood and Elementary Education majors within the Department of Teaching and Learning (AY 1998-2003)
- On behalf of the Department of Teaching and Learning and working with the DUS in the various departments in the College of Arts & Science I revised the interdisciplinary major for social studies (AY 1998-99)

PERSONAL INFORMATION

Married to Thomas J. Palmeri, Ph.D.

Mother of Matthew T. Palmeri (born May 1998) and Jordin M. Palmeri (born April 2004)