

LAURELLE B. PHILLIPS

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PROFESSIONAL PREPARATION

The University of Tennessee, Knoxville Knoxville, Tennessee	August 1992 - December 1999 Graduated December 1999 with Doctor of Philosophy degree in Human Ecology, Child and Family Studies with a concentration in Child Development and a cognate in Reading.
East Tennessee State University Johnson City, Tennessee	August 1985 - May 1992 Graduated with Master of Education degree with a concentration in Early Childhood
Bemidji State University Bemidji, Minnesota	Spring 1979 Continuing Education, completion of courses for Minnesota Early Childhood teaching certification
Mesabi Community College Virginia, Minnesota	1978 - 1981 Continuing Education
Emory University Atlanta, Georgia	September 1960 - June 1964 Graduated with Bachelor of Arts Degree in Elementary Education with a minor in Sociology

PROFESSIONAL EXPERIENCE

ASSISTANT PROFESSOR: East Tennessee State University, Johnson City, Tennessee, Appointed July 1, 2000 to present, Human Development and Learning, College of Education. Undergraduate courses taught: Foundations of Early Childhood Education; Literacy for Young Children; Guiding Young Children; Healthy and Safe Settings for Young Children. Graduate courses taught: Social Development of Young Children; Research in Early Childhood Education; Family, School, and Community Involvement; Language and Literacy Development of Young Children, and Practicum in Early Childhood. Coordinator, Early Childhood Program, Department of Human Development and Learning, East Tennessee State University, 2001-present.

LECTURER: East Tennessee State University, Johnson City, Tennessee, appointed July 1,

1997 to July 2000, Applied Human Sciences, College of Applied Science and Technology. Undergraduate courses taught: Literacy for Young Children; Guiding Young Children in the Early Learning Environment; Safe, Healthy Learning Environments for Young Children; Infant/Toddler/Child Development; Foundations of Early Childhood Development; and Supervision of Student Teachers in Early Childhood Education including teaching the Student Teaching Seminar. Graduate course taught: Social Development of Young Children.

ADJUNCT FACULTY: East Tennessee State University, Johnson City, Tennessee, January 1994 - May 1997. Courses taught: Parent/Child Relations; Guiding Young Children in the Early Learning Environment; Program Planning for Young Children; and Preschool Programs-Early Learning Environments for Young Children. Also supervised Early Childhood Education Student Teachers.

GRADUATE TEACHING ASSOCIATE: University of Tennessee, Knoxville, Tennessee, August 1993 - August 1994. Course taught: Development in Middle Childhood and Adolescence.

GRADUATE RESEARCH ASSISTANT: University of Tennessee, Knoxville, Tennessee, May-June 1993. Research Assistant to Dr. Sandra Twardosz.

GRADUATE TEACHING ASSISTANT: University of Tennessee, Knoxville, Tennessee, January 1993 - May 1993. Discussion group leader for undergraduate course: Human Development.

GRADUATE ASSISTANT: East Tennessee State University, August 1990 - May 1992. Assistant to Dr. Rebecca Isbell, Early Childhood Education.

DIRECTOR/TEACHER: Mountain View Methodist Preschool, Kingsport, Tennessee, August 1986- 1987. (Church based preschool serving children age 1 to 5/taught 3 year old children's class and was the director of the center) Kinder Center, Virginia, Minnesota, August 1980 - 1984. (Private preschool serving preschool children age 2 1/2-5/taught all ages and served as director of center).

SUBSTITUTE TEACHER: Virginia City School, Virginia, Minnesota, 1979 - 1980.

HEAD START: Williamson County, Tennessee, Summer 1965.

READING TEACHER: Franklin, Tennessee, August 1966 - 1968. (Grades 3-8)

FIRST GRADE TEACHER: Franklin, Tennessee, August 1964 - 1966.

RESEARCH

Phillips, L. (2001). Storybook time and Freeplay: Playing with books. Research paper presented at the annual conference of The Association for the Study of Play. San Diego, CA.

Phillips, L. (1999). Effect of reading group size on two-year-old children's interactions during story time and voluntary reading during freeplay. The University of Tennessee, Knoxville.

Phillips, L., & Twardosz, S. (1996). Ecological context and functions of emergent literacy: Two- and three-year-old children in day care. The University of Tennessee, Knoxville.

Phillips, L., & Twardosz, S. (1999). Effect of reading group size on two year-old children's interactions during story time and voluntary reading during freeplay. Research paper presented at the Annual Meeting of the National Reading Conference. Orlando, FL, December 1999.

Phillips, L., & Twardosz, S. (1995). Ecological context of emergent literacy: Two- and Three-year old children in day care. Paper presented at The National Reading Conference. New Orleans, LA.

PUBLICATIONS

Phillips, L., & Twardosz, S. (2003). Group size and storybook reading: Two year-old children's verbal and non-verbal participation with books. Early Education and Development, 14(4), 453-478.

Isbell, R., & **Phillips, L.** (2001). Oral language development in learning centers. Play, Policy, & Practice Connections: Newsletter of the Play, Policy, & Practice Interest Forum of the National Association for the Education of Young Children, 6(1), 3-4.

Phillips, L. B. (2001). Let me tell you a story. Tennessee Reading Teacher, 29(2), 5-8.

SERVICE

Validator, National Academy of Early Childhood Programs. National Association for the Education of Young Children. 1992-present. (Validate a minimum of 3 cites for NAEYC per year and participate in retraining that NAEYC conducts periodically).

Treasurer and Board Member, The Association for the Study of Play. October 2004 to present.

East Tennessee Representative to Executive Board of the Tennessee Association of Childhood Education International (Term 2003-2005)

Infancy/Early Childhood Committee Member, Association for Childhood Education International (Term 2000-2002).

Phillips, L. (2001, July). Language and literacy development for ALL children. Project TIES Training: Toward inclusion in early settings. East Tennessee State University. Johnson

City, TN.

Sluss, D., **Phillips, L.**, Little, B., & Tester, T. (2001, June). Project TIES special education cohort training: Toward inclusion in early settings. Montgomery Bell State Park, TN.

Phillips, L. (2001, January). Guiding Young Children. Workshop presented to the Weber City Head Start. Weber City, VA.

Phillips, L. (2000, March). Games for emergent readers. Workshop presented to the Greenville Association for Young Children. Greenville, TN.

Board Member, Early Childhood Conference, East Tennessee State University. 1990 to 1998.

Sluss, D., **Phillips, L.**, & Myron, M. (1998, May) Blocks: Tools for Teaching. Workshop presented to the Greater Bristol Area Association for Young Children. Bristol, Tennessee.

Phillips, L. (1995, June). Literature across the curriculum. Workshop presented for staff of The Child Development Centers. The University of Tennessee, Knoxville, TN.

Phillips, L. (1992, April). Dealing with sibling rivalry. Paper presented for Parents and Faculty of Mt. View Methodist Preschool. Kingsport, TN.

Phillips, L. (1992, March). Social development in young children. Paper presented at St. Paul's Day School. Kingsport, TN.

CONFERENCE PRESENTATIONS:

Evanshen, P. & **Phillips, L.** (2005). Brain-compatible learning environments. Paper presented at the Association of Childhood Education International 2005 Annual Conference and Exhibition, Washington, DC. March 23, 2005.

Phillips, L. (2004). Playing with language: The beginnings of literacy. Paper presented at the Tennessee Association of Childhood Education International 2004 State Conference. Murfreesboro, TN. October 23, 2004.

Phillips, L. (2004). Playing with language. Paper presented at the 44th Annual Early Childhood Conference. East Tennessee State University, Johnson City, TN. July 30, 2004.

Evanshen, P., Malkus, A., & **Phillips, L. B.** (2004). 21st Century teacher with technology: From the college classroom to the preschool/primary learning environment. Paper presented at the Association of Childhood Education International 2004 Annual Conference and Exhibition, New Orleans, LA. April 14, 2004.

Phillips, L. (2003). Preservice teachers' behaviors during literacy play. The power of play: Investigations, explorations, and conversations. Paper presented at the 2003 Annual

Conference of the National Association for the Education of Young Children. Chicago, IL, November 6. 2003.

Phillips, L. (2003). Drama with children: Creating and performing stories with children. Paper presented at Tennessee Association for Childhood Education International. Jackson, TN: October 18, 2003.

Evanshen, P., & **Phillips, L.** (2003). Environments that work. Paper presented at the Tennessee Association for Childhood Education International. Jackson, TN: October 18, 2003.

Phillips, L., & Evanshen P. (2003). Redesigning a college classroom environment conducive to learning. Paper presented at ACEI Annual International Conference and Exhibition. Phoenix, Arizona: April 13, 2003.

Phillips, L. B., & Sluss, D. (2002). Meeting Requirements through Visual Documentation. New NCATE policy and performance-based assessment. Paper presented at the 2002 Annual Conference of the National Association of Early Childhood Teacher Educators. New York, NY: November 20, 2002.

Phillips, L. B. (2002). Play and reading. Play research colloquium. Paper presented at the 2002 Annual Conference of the National Association for the Education of Young Children. New York, NY, November 20, 2002.

Phillips, L. & Smith, W. (2002). Drama with children: Using Vivian Gussin Paley's method. Paper presented at the 42nd Annual Early Childhood Conference. East Tennessee State University. Johnson City, TN, July 20, 2002.

Phillips, L., Evanshen, P., Nester, C, & Archer, M. (2002). Real learning: Ways to make learning meaningful. Paper presented at the 42nd Annual Early Childhood Conference. East Tennessee State University. Johnson City, TN, July 20, 2002.

Phillips, L. B. (2001). "Investigating play and emergent writing". Play research colloquium. Seminar sponsored by the NAEYC Play, Policy, and Practice Caucus and The Association for the Study of Play. Paper presented at the Annual Conference of The National Association for the Education of Young Children. Anaheim, CA. November 2, 2001.

Phillips, L. B., & Sluss, D. J. (2001). Reinventing block play. Paper presented at the 41st Annual Early Childhood Conference. East Tennessee State University. Johnson City, TN, July 2001.

Phillips, L., & Francis, L. (2001). Memory books: Literature links between preschool and family. Paper presented at the annual conference of the Association for Childhood Education International. Toronto, Ontario Canada.

Phillips, L., & Disque, A. (2001). "Storying" with young children: What to do while reading

- with young children. Paper presented at The Southern Early Childhood Association, 52nd Conference. Little Rock, AK.
- Phillips, L.** (2001). Storybook time and Freeplay: Playing with books. Paper presented at the annual conference of The Association for the Study of Play. San Diego, CA.
- Sluss, D., & **Phillips, L.** (2000). Theory and Technology: Making Connections. Poster session. National Association of Early Childhood Teacher Educators. Atlanta, GA
- Phillips, L.**, Patet, P., & Sluss, D. (1999). Re-creating the block center with recyclable materials. Paper presented at the Annual Conference of the National Association for the Education of Young Children. New Orleans, Louisiana. November 1999.
- Sluss, D. & **Phillips, L.** (1999). Constructing block play. Paper presented at the Early Childhood Conference, East Tennessee State University. Johnson City, TN, July 1999.
- Phillips, L. B.**, & Disque, A. (1998). Maintaining and extending story book reading. Paper presented at the Annual Conference of the National Association for the Education of Young Children. Toronto, Canada. November 1998.
- Sluss, D., **Phillips, L. B.**, & Myron, M. (1998), Blocks in the Curriculum. Paper presented at the Annual Conference of the Southern Early Childhood Association. Louisville, KY, March, 1998.
- Phillips, L.B.**, & Myron, M. (1997). The World of Blocks. Paper presented at the Annual Conference of the Tennessee Association for Young Children. Gatlinburg, TN.
- Sluss, D., **Phillips, L. B.**, & Myron, M. (1997). Blocks Across the Curriculum. Paper presented at Early Childhood Conference, East Tennessee State University. Johnson City, Tennessee, July 1997.
- Sluss, D., Baker, A., Buchanan, M., Franks, K., **Phillips, L.** (1996). Beyond undergraduate education: Graduate school at East Tennessee State University. Presentation and panel discussion at Early Childhood Conference, East Tennessee State University. Johnson City, TN. July 1996.
- Phillips, L.** (1995). Emergent literacy: Games that encourage reading. Paper presented at the Early Childhood Conference, East Tennessee State University. Johnson City, TN.
- Gillespie, C., & **Phillips, L. B.** (1994). Vygotsky: Applications to Child and Family Studies. Paper presented at Quint State Conference. Knoxville, TN.
- Phillips, L.** (1993). Young children's writing. Encouraging Emergent Literacy in Early Childhood Education Settings. Workshop presented at the Tennessee Association of Young Children. Gatlinburg, TN.

Phillips, L., & Phillips, W. (1993). The ABC'S of languageworks. Paper presented at the Early Childhood Conference, East Tennessee State University. Johnson City, TN.

Phillips, L., & Flaccavento, S. (1992). Sound affects. Paper presented at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA.

Phillips, L. (1991). Listening and music. Beyond traditional centers: Incorporating innovative literacy centers in infancy through kindergarten. Paper presented at the Preconference Session of the Annual Conference of the National Association for the Education of Young Children. Denver, CO.

GRANTS AND FUNDED ACTIVITY:

C. Willis & **L. Phillips.** (2004). State of Tennessee Student Improvement Grant (GSIG), A Federal Project to Systematically Compliment Early Reading First-Curriculum Project. Subcontract with the State of Tennessee (Special Education) to provide training for pre-school children at risk for failure. Funded July 1, 2004-June 30, 2009. (\$79,000 annually)

P. Evanshen, A. J. Malkus, J. Broderick, A. Disque, R. Isbell, M. Langenbrunner, & **L. Phillips.** (2003). Improving Early Childhood Teacher Quality of Reading, Writing, and Language Arts Instruction: Teachers Teaching Teachers, State of Tennessee Improving Teacher Quality Grant Program. Unfunded.

L. Marks, A. J. Malkus, & **L. Phillips.** (2002). Multi-level Access to Literacy. Kellogg Foundation. \$10,800.

CURRENT PROFESSIONAL MEMBERSHIPS:

Association of Childhood Education International
International Reading Association
National Association for the Education of Young Children
National Association of Early Childhood Teacher Educators
Southern Early Childhood Association
Tennessee Association of Childhood Education International
Tennessee Association of Young Children
The Association for the Study of Play

HONORS

Kappa Omicron Nu Honor Society

Phi Delta Kappa Honor Society

Phi Kappa Phi Honor Society

Outstanding Graduate Student Award 1992, Tennessee Association for Young Children