

VITA

Amy R. Hoffman

EDUCATIONAL BACKGROUND:

B.A. in Elementary Education
Michigan State University, East Lansing, Michigan

M.Ed. in Social Foundations
Minor: Educational Psychology
University of Cincinnati, Cincinnati, Ohio

Ed.D. in Elementary Education
Cognate Areas: Reading, Educational Psychology
Ball State University, Muncie Indiana

PROFESSIONAL EXPERIENCE:

- 2011-present Teacher Education Area Coordinator
John Carroll University
- 1992-present Professor of Education
John Carroll University
- 1988-1992 Chair, Education Department
John Carroll University
- 1987-1988 Professor of Education
Coordinator, Center for Professional Development
John Carroll University
- 1985-1987 Coordinator of Teacher Education
John Carroll University
- 1981-1984 Associate Professor of Education
Coordinator of Field Experiences
John Carroll University
- 1976-1981 Assistant Professor of Education
John Carroll University
- 1975-1976 Adjunct Professor
Virginia Commonwealth University and University of Richmond
Richmond, Virginia

1975 Instructor
Ball State University
Muncie, Indiana

1973-1974 College Reading Improvement Program Instructor
Ball State University
Muncie, Indiana

1972-1973 Elementary School Teacher
Norwood, Ohio

1970-1971 Elementary School Teacher
Tallmadge, Ohio

1969 Elementary School Teacher
Bedford Heights, Ohio

PUBLICATIONS:

Storz, M. & Hoffman, A.R. (in press). Examining response to a one-to-one computer initiative: Student and teacher voices. Research in Middle Level Education Online.

Hoffman, A.R. (2009). Co-teaching while student teaching: A promising and practical practice. Ohio Middle Level Journal, 33(1), 7-10.

Hoffman, A.R., Jenkins, J.E., and Dunlap, S.K. (2009). Using DIBELS: A survey of purposes and practices. Reading Psychology, 30(1), 1-16.

Hoffman, A.R. & Newton, E.V. (2007). Middle school vocabulary instruction: An exploration of teachers' practices. Ohio Middle School Journal, 30(1), 4-12.

Hoffman, A.R. & Newton, E.V. (2005). Beyond Googling: Guiding teacher candidates to choose and use internet resources to plan standards-based literacy lessons. The Reading Professor, 27(2), 9-26.

Hoffman, A.R. & E.V. Newton. (2002). Comparing career choices and expectations of inservice and preservice teachers: A case survey. In P. Linder et.al, (Eds.) Celebrating the Faces of Literacy: The 23rd Yearbook of the College Reading Association. Readyville, TN: College Reading Association.

Hoffman A.R. & Jenkins, J. (2002). Exploring specialists' collaborative interactions with school psychologists: Problems and possibilities. Education, 122 (4), 751-58.

Hoffman, A.R., Boraks, N.E., & Bauer, D. (2000). Hobbies and hobby-related reading: Exploring preferences, practices and instructional possibilities. Reading Research and Instruction, 40(1), 51-66.

Hoffman, A.R., Newton, E.V., & Reitz, K. (2000). Looking at our profession: Past, present and future. Ohio Reading Teacher, 34(1), 65-86.

Hoffman, A.R. & Newton, E.V. (1999). Ohio teachers' concerns: Looking toward the new millennium. Ohio Reading Teacher, 33(1), 3-6.

Hoffman, A.R. (1998). Guiding the development of pre-service reading teachers: Using their past to inform the present. The Reading Professor, 21(1), 132-142.

Boraks, N., Hoffman, A. & Bauer, D. (1997). Children's book preferences: Patterns, particulars, and possible implications. Reading Psychology, 18(4), 309-341.

Hoffman, A.R. (1995). Landing the job: A survey of new teachers. Education, 116(2), 279-286.

Hoffman, A.R. & Daniels, S.J. (1995). A study of stereotypes of farmers in children's literature. Journal of Children's Literature, 21(2), 1-5.

Hoffman, A.R., Newton, E.V., McCabe, C., & Stortz, R.C. (1994). Supporting teacher change in spelling instruction. Ohio Reading Teacher, 19(1), 2-8.

Hoffman, A.R. & Daniels, S.J. (1993). Predicting the future of the whole language movement: Past lessons and present concerns. Reading Horizons, 34(2), 170-83.

Hoffman, A.R. & Wertheim, S.H. (1993). From teaching to research: Working with faculty in a changing university culture. In Proceedings of the Tenth Annual Conference of Academic Chairpersons: Selecting, Motivating, Evaluating and Rewarding Faculty. Manhattan, KS: National Issues in Higher Education Kansas State University.

Hoffman, A.R. & Wertheim S.H. (1991). Conflict management: A creative tool. In Proceedings of the Eighth Annual Conference of Academic Chairpersons: Improving Effectiveness and Efficiency. Manhattan, KS: National Issues in Higher Education Kansas State University.

Daniels, S.J. & Hoffman, A. (1988). Are elementary principals qualified to evaluate classroom teachers of reading? Ohio Reading Teacher, 22(3), 6-14.

Hoffman, A.R. & Daniels, S.J. (1986). Reading and reading readiness instruction: A comparison of all-day and half-day kindergarten practices. Ohio Reading Teacher, 21(1), 7-10.

Hoffman, A.R., Kearney, P., & Daniels, S. (1985). Reading instruction: What we say and what we do. Reading Improvement, 22(1), 65-72.

Hoffman, A.R. & Wertheim, S. (1984). A university-based support system for 1st year teachers. Journal of College Student Personnel, 25(4), 375-76.

Allen, A.R. & Boraks, N. (1978). Peer tutoring: Putting it to the test. Reading Teacher, 32(3) 274-278. Also reprinted in William S. Gray, Research Collection in Reading, Manhasset, NY: ATB Institute, Inc.

Allen, A.R. & Harshbarger, M. (1977). Student locus of control and teaching style in relation to college reading improvement. Reading Improvement, 14 104-9.

Boraks, N. & Allen, A.R. (1977). A program to enhance peer tutoring. Reading Teacher, 30(5), 479-484.

CONFERENCE PRESENTATIONS:

Going around the block: a school-university partnership helps middle school language arts teachers use block scheduling. Association of Literacy Educators and Researchers Annual Conference, Richmond, VA, November, 2011.

New literacies: Empowering middle level students, teachers, and teacher candidates. Annual Convention of the International Reading Association's Special Interest Group, Professors of Reading Teacher Educators, Orlando, FL, May, 2011.

Preparing teachers for 21st century literacies. Annual Convention of the International Reading Association's Special Interest Group, Professors of Reading Teacher Educators, Chicago, IL, April, 2010.

21st century skills: Understanding implications for teachers and teacher education. Association of Literacy Educators and Researchers Annual Meeting, Charlotte, NC, November, 2009.

Using a co-teaching model to mentor middle school language arts student teachers. College Reading Association Annual Meeting, Sarasota, FL, November, 2008.

DIBELS: Who, what, when, where and why? College Reading Association Annual Meeting, Salt Lake City UT, November, 2007.

Strategies for developing a comprehensive P-16 partnership through a collaborative planning process. Professional Development Schools

National Conference, Las Vegas, NV, March, 2007.

Elementary teachers' vocabulary instruction: Does reality reflect research? College Reading Association Annual Meeting, Pittsburgh, PA, October, 2006.

Vocabulary instruction: beliefs and practices of novice elementary teachers. International Reading Association Convention, Chicago, IL, May, 2006.

Teacher effectiveness: A survey of teacher candidates' awareness of their impact on student learning in a tutorial setting. Annual Meeting of the College Reading Association, Savannah, GA, November, 2005.

The joys and challenges of modeling the team approach. A Symposium on Middle Level Teacher Preparation, Columbus, OH, February, 2005.

Linking technology with standards-based instruction in a literacy methods class. College Reading Association Annual Conference, Corpus Christi, TX, October, 2003.

Tomorrow's teachers: Understanding career choice and satisfaction. American Association of Colleges of Teacher Education Annual Meeting, New Orleans, LA, January, 2003.

Choosing and using literacy websites: A standards-driven model. College Reading Association Annual Meeting, Philadelphia, PA, November, 2002.

Why teach? A case survey comparing the career choices and expectations of inservice and preservice teachers. College Reading Association Annual Conference, Orlando, FL November, 2001.

Career satisfaction and concerns: A survey of literacy teachers, administrators and professors. College Reading Association Annual Conference, St. Petersburg, FL, November, 2000.

Professional collaboration: Realities and dreams. National Council of Teachers of English Spring Conference, New York, NY, March, 2000.

Instant messaging and literacy development. College Reading Association Annual Conference, Hilton Head, SC, November, 1999.

Research on spelling behaviors and strategies of adult and child learners: Implications for instruction. College Reading Association Annual Conference, Myrtle Beach, SC, November, 1998.

Individualizing adult learners' spelling and learning to spell strategies. International Reading Association Annual Convention, Orlando, FL, May, 1998.

Preservice teachers' literacy legacy: Overcoming negative attitudes. College Reading Association Annual Conference, Boston, MA, November, 1997.

A comparison of adult and child habits and motivation for hobby reading. College Reading Association Annual Conference, Boston, MA, November, 1997.

Back to the future: The impact of childhood literacy experiences on preservice elementary school teachers. Forty-Second Annual Convention of the International Reading Association, Atlanta, GA, May, 1997.

Children's hobbies, interests and literature preferences: A search for connections. College Reading Association Annual Conference, Charleston, SC, November, 1996.

Meaningful learning through non-stereotyped literature: Children learn about the farm and farm life. National Council of Teachers of English Spring Conference, Boston, MA, March, 1996.

Stereotypes in children's literature: A content analysis study. Annual Meeting of the College Reading Association, Clearwater, FL, November, 1995.

Matching the method with the message: A literacy of staff development program. Annual Meeting of the College Reading Association, New Orleans, LA, November, 1994.

Enhancing literacy through literature. Thirty-Ninth Annual Convention of the International Reading Association, Toronto, May, 1994.

From teaching to research: Working with faculty in a changing university culture. Tenth Annual Academic Chairpersons Conference, Orlando, FL, February, 1993.

A collaborative approach to professional development. Ohio Confederation of Teacher Education Organizations Fall Conference, Maumee Bay State Park, OH, October, 1991.

Conflict management: A creative tool. Eighth Annual Academic Chairpersons Conference, Orlando, FL, February, 1991.

Roadblocks in the literacy movement. Thirty-Fifth Annual Convention of the International Reading Association, Atlanta, GA, May, 1990.

Whole language + whole curriculum = whole learning. Thirty-Fourth Annual Convention of the International Reading Association, New Orleans, LA, May, 1989.

Do as we do and as we say: An interdisciplinary reading/language arts teacher education curriculum. Thirty-Third Annual Convention of the International Reading Association, Toronto, May, 1988.

Elementary principals' qualifications for evaluating reading teachers. Thirty-Second Annual Convention of the International Reading Association, Anaheim, CA, May, 1987.

Liberal arts graduates to elementary school teachers: An experimental program. American Association of Colleges of Teacher Education Annual Meeting, Chicago, IL, February, 1986.

A school-university staff development program: Agenda for change. American Association of Colleges of Teacher Education Annual Meeting, Denver, CO, February, 1985.

The reading methods textbook: Changes and trends. Twenty-Eighth Annual Convention of the International Reading Association, Anaheim, CA, May, 1983. (ERIC Document Reproduction Service, ED 233-330, January, 1984)

First year teacher program: Extending the impact of teacher education. Fall Conference, Ohio Confederation of Teacher Educators, October, 1982.

The first year teacher: What I learned and what I do. Twenty-Seventh Annual Convention of the International Reading Association, Chicago, IL, April, 1982.

Teaching elementary language arts methods: Past and present. National Council of Teachers of English Spring Convention, April, 1982.

Building concepts – increasing comprehension. Ohio Council of the International Reading Association, Columbus, OH, October, 1981.

Language and reading readiness: The special case of the young soviet immigrant. Twenty-Sixth Annual Convention of the International Reading Association, New Orleans, LA, May, 1981.

Extending teacher education: The first year teacher program. American Association of Colleges of Teacher Education Annual Meeting, Detroit, MI, February, 1981.

They can learn to follow directions. Third Great Lakes Regional Conference, International Reading Association, Cincinnati, OH, October, 1978.

Teacher preparation in the language arts: Adequacies, inadequacies and inservice needs. Twenty-Third Annual Convention of the International Reading Association, Houston, TX, May, 1978.

Learning by teaching. Ohio Council of the International Reading Association, Columbus, OH, October, 1977.

Using peer tutoring effectively. Twenty-Second Annual Convention of the International Reading Association, Miami Beach, FL, May, 1977.

PROFESSIONAL PROJECTS AND GRANTS:

Faculty Instructional Grant. John Carroll University, 1998. To support development of Middle Childhood Education Program.

Eisenhower Program - Ohio Board of Regents grant 1993-94. The Science Discovery Institute: Improving the Teaching of Science Through Technology.

Eisenhower Program - Ohio Board of Regents grant 1991-92. Improving the Teaching of Science Through Technology.

Martha Holden Jennings Foundation grant 1989-90. Professional Development Seminars for Cooperating Teachers.

John Carroll University Institutional Report for the National Council for the Accreditation of Teacher Education Review. (Project Coordinator)

Martha Holden Jennings Foundation grant, 1983-84. Continued Support for Center for Professional Development: A Cooperative Inservice Project.

Martha Holden Jennings Foundation grant, 1981-82. To Establish a Center for Professional Development.

Martha Holden Jennings Foundation grant, 1980-81. Effective Entry Into Teaching: The First Year Program.

Martha Holden Jennings Foundation grant, 1979-80. Pilot Program of Seminars and the Organization of a Support Group for First Year Teachers.

M.U.S.E. Project participant 1977-78. A cooperative educational endeavor involving the Western Reserve Historical Society, John Carroll University, and the Cleveland Heights-University Heights Public Schools.

PROFESSIONAL SERVICE:

International Reading Association

Co-editor of *Ohio Reading Teacher*, 1997-2004

President, Mary C. Austin Council, 1992

Association of Literacy Educators and Researchers

Review Board Member, *Literacy Research and Instruction* (2005-present)

Professors of Reading Teacher Educators (IRA SIG)

Editorial Advisory Board Member, *The Reading Professor* (2000-present)

Ohio Resource Center for Mathematics, Science and Reading

Review Board Member (2002-present)

UPK (Universal Pre-Kindergarten) Policy Advisory Committee Member,

Sponsored by the Cuyahoga County Commissioners (2006-2007)

Institute for Educational Renewal, Advisory Board (1991-97)

Jewish Education Center of Cleveland, Technical Subcommittee of Evaluation

Committee (1996-97)

Starting Point (early education agency) Board of Trustees, 1994-96

Danforth Associate, 1978-84