

# University of Louisiana at Lafayette

## College of Education Faculty Curriculum Vitae

### ELIZABETH E. L. PINKETT, Ph.D.

<p>Title Department Office Number Extension Email Address</p>	<p>Assistant Professor Curriculum and Instruction Maxim Doucet 424 337-482-6719 <a href="mailto:pinkett@louisiana.edu">pinkett@louisiana.edu</a></p>
<p>Education</p>	<p>Ph.D. Georgia State University, Atlanta, GA, 1984 Child Development and Research Methodology Additional Specializations: Assessment and School Psychology</p> <p>M.Ed. Towson University, Towson, MD, 1975 Early Childhood Education</p> <p>B.S. Towson University, Towson, MD, 1968 Early Childhood Education</p> <p>Certification: Statistical Programming: SAS and SPSS The University of Texas at Austin, 1993</p>
<p>Teaching Philosophy</p>	<p>Teaching is the art of opening and developing the minds and energy of students. It is the art of enabling students to discover and capture a part of themselves of which they have been unaware. When students open their minds, they begin to evolve far beyond their current existence in knowledge and understanding, and their openness to professional experience. This evolution and openness lead them to positive uncharted territory. This openness enables the students to develop and continue to grow into positive and effective educators. Teaching enables both students and teachers to evolve.</p>
<p>Biography</p>	<p><b>Dr. Pinkett</b> earned her B.S. and M.Ed. degrees in Early Childhood Education from Towson University, Towson, Maryland. She earned her Ph.D. in Child Development and Research Methodology from Georgia State University.</p> <p>Before joining the faculty at UL Lafayette, Dr. Pinkett was on the faculty in the Department of Curriculum and Instruction at the University of Texas at Austin and at Kennesaw State University in Kennesaw, Georgia.</p> <p>Her research interests are social competence, resilience, and early literacy in children of poverty. She was a Fulbright Scholar to China, in 1988. While there, she spent six weeks studying China's overall educational system and its early childhood education system.</p> <p>Dr. Pinkett has published and presented several research articles on child development with specific emphasis on social development and resilience. She was awarded a National Science Foundation (NSF) grant to conduct</p>

	<p>research on resilience and early literacy in children of poverty in south Louisiana. She received a Board of Regents grant to conduct research on early literacy.</p> <p>Dr. Pinkett has won awards and recognitions through the years.</p> <p>Dr. Pinkett is a founding member of the Louisiana Association for the Education of Young Children (LAEYC) (the state affiliate of the National Association for the Education of Young Children). Dr. Pinkett created and established the Student Association for the Education of Young Children (SAEYC), the UL Lafayette Early Childhood Education professional organization. SAEYC is UL's student chapter of NAEYC and the first student chapter of NAEYC organized and established in Louisiana.</p> <p>She has been and continues to be an active member of the National Association for the Education for Young Children (NAEYC) for over thirty-five years and the Society for Research in Child Development (SRCD) for over thirty years.</p>
Courses Taught	<p>EDCI 411: Developmental Assessment in Early Childhood Education</p> <p>EDCI 413: Foundations and Program Development in Early Childhood Education</p> <p>READ 302: Teaching Reading in the Primary Grades</p> <p>READ 303: Reading Practicum in the Primary Grades</p> <p>READ 309: Emerging Literacy and Beginning Reading Instruction Through Age 8</p> <p>READ 411: Assessment and Prescriptive Teaching of Reading</p>
Advising	<p>During the years since 2009, I have advised students in the early childhood education baccalaureate and early childhood education alternate certification program. On average, I have advised between 200-300 students since 2009.</p>
Research Interests	<p>Resilience in young children</p> <p>Social development in young children</p>
Teaching Experience	<p>1994 - present: <u>University of Louisiana at Lafayette</u></p> <p><u>Graduate</u></p> <p>Advanced Language Arts (1995-1999)</p> <p>Curriculum in the Elementary Classroom (1995-1998)</p> <p>Theories of Learning (Summer 2000)</p> <p>Research Design (Summer 2000)</p> <p><u>Graduate/Undergraduate</u></p> <p>Assessment and Prescriptive Teaching of Reading</p> <p>Teaching Reading in the Elementary Classroom</p> <p>Reading Practicum in the Elementary Classroom</p> <p>Developmental Assessment in Early Childhood Education</p> <p>1990-1994: Courses Taught at the <u>University of Texas at Austin</u></p>

	<p><u>Graduate</u> Educational Research Design Developmental Theories Social Development in Early Childhood</p> <p><u>Undergraduate</u> Applied Learning and Development (Measurement and Evaluation) Classroom Organization and Management</p> <p>1984-1990: Courses Taught at <u>Kennesaw State University</u>, Marietta, GA</p> <p><u>Graduate</u> Educational Research Design Educational Psychology</p> <p><u>Undergraduate</u> Child Development Reading Diagnosis</p>
Presentations	<p><b><u>National</u></b></p> <p>Pinkett, E. E. L., &amp; Broussard, C. <i>Reduced teacher-child ratio as a learning context: Effects on academic and social functioning of at-risk kindergarten and first grade children.</i> (1998, April). Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (Division C: Learning and Instruction).</p> <p>Pinkett, E. E. L. <i>Family stability, family cohesion, and resilience linkages: Preschoolers who live in poverty.</i> (1997, March). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (Division E: Human Development, and SIG: Early Education and Child Development).</p> <p>Pinkett, E. E. L. <i>Parent and teacher ratings of social adjustment and temperament of resilient and non-resilient children in poverty.</i> (1996, November). Paper presented at the annual meeting of the National Association for the Education of Young Children, Dallas, TX.</p> <p>Pinkett, E. E. L. <i>Social competence and resilience in young children: An emerging understanding.</i> (1996, June). Paper presented at the annual meeting of the American Psychological Society, San Francisco, CA.</p> <p>Pinkett, E. E. L. <i>Resilience, family stability, and family stress in preschoolers who live in poverty.</i> (1996, June). Paper presented at the triennial Head Start Conference, Washington, DC.</p> <p>Pinkett, E. E. L. <i>Temperament and resilience in preschoolers who live in poverty: Parent and teacher ratings.</i> (1996, March). Paper presented at the biennial Conference on Human Development, Birmingham, AL.</p> <p>Pinkett, E. E. L. <i>Family strengths and resilience in preschoolers who live in poverty.</i> (1995, November). Paper presented at the annual conference of the</p>

	<p>National Association for the Education of Young Children, Washington, DC.</p> <p>Pinkett, E. E. L. <i>Social acceptance and rejection in preschool children: Poverty and middle SES</i>. (1994, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Preconference, Atlanta, GA.</p> <p>Pinkett, E.E.L. <i>Resilience in children of poverty and homelessness</i>. (1993, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Anaheim, CA.</p> <p>Pinkett, E. E. L. <i>Crises, stress, and coping in the lives of young children</i>. (1991, November). Paper presented as a preconference session at the annual conference of the National Association for the Education of Young Children, Denver, CO.</p> <p>Pinkett, E.E.L. <i>Object-oriented play and verbal interaction in three types of social inter-actors</i>. (1991, March). Paper presented at the annual meeting of the Association for the Study of Play, Charleston, SC.</p> <p>Pinkett, E. E. L. <i>Resilience: Helping children cope with problematic life experiences</i>. (1990, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Washington, DC.</p> <p>Pinkett, E. E. L. <i>Classroom environment can foster social competence in preschoolers</i>. (1989, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Atlanta, GA.</p> <p>Pinkett, E. E. L. <i>Observing children's behavior: A means of strengthening social development and play</i>. (1987, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Chicago, IL.</p> <p>Pinkett, E. E. L. <i>Length of preschool attendance and later social and cognitive competence in advantaged children</i>. (1986, November). Paper presented at the annual conference of the National Association for the Education of Young Children, Washington, DC.</p> <p>Pinkett, E. E. L. <i>Social and cognitive competence and cognitive play in nonisolated low social interactors: A comparison with moderate and high social interactors</i>. (1986, October). Paper presented at the first annual conference of the Benjamin E. Mays Academy of Scholars, Indiana, PA.</p> <p>Pinkett, E E. L. <i>Situational influences on the play of middle SES black and white preschoolers</i>. (1986, April). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.</p> <p>Pinkett, E. E. L. <i>Long-term effects of preschool experiences on advantaged children: Third grade</i>. (1985, November). Paper presented at the annual</p>
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Pinkett, E. E. L. *Social orientation and cognitive play in black and white, middle SES preschool children*. (1985, April). Paper presented at the annual meeting of the American Educational Research Association Chicago, IL. (With Quay, L.C.).

Pinkett, E. E.L. *Communications in black and white middle and lower SES preschoolers*. (1984, August). Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada. (With Quay, L.C.).

Pinkett, E. E. L. *Strategies for improving the social integration of shy, withdrawn, and isolated preschool children in the urban context*. (1983, November). Symposium presented at the preconference of the National Association for the Education of Young Children, Atlanta, GA. (With Quay, L.C., Jarrett, O., Moore, M.M., and Cannon, J.).

### **Regional**

Pinkett, E. E. L. *Twentieth-century historical preservation of ante-bellum plantation life: A contextual mechanism for twenty-first century advanced literate behaviors in African-American children*. (1999, November). Paper presented at the annual meeting of the MidSouth Educational Research Association, Point Clear, AL.

Pinkett, E. E. L. *Holistic literacy engagement in at-risk children: Cognitive and affective influences*. (1997, November). Paper presented at the annual meeting of the MidSouth Educational Research Association, Memphis, TN.

Pinkett, E. E. L. *Family constellation, parent functioning, and resilience in young children who live in poverty*. (1996, November). Paper presented at the annual meeting of the MidSouth Educational Research Association, Tuscaloosa, AL.

Pinkett, E. E. L. *Relationship between family factors and resilience in preschoolers who live in poverty*. (1995, November). Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

Pinkett, E. E. L. *Resilience in children*. (1990, March). Paper presented at the preconference at the annual conference of the Southern Association for Children Under Six, Dallas, TX.

Pinkett, E. E. L. *How to select the best child care.* (1988, March). Paper presented at the annual conference of the Southern Association for Children Under Six, Birmingham, AL.

Pinkett, E. E. L. *Relationship between parent satisfaction with preschool and advantaged children's later social and cognitive competence.* (1986, March). Paper presented at the annual conference of the Southern Association for Children Under Six, Orlando, FL.

Pinkett, E. E. L. *Social behavior in head start.* (1982, February). Symposium presented at the annual meeting of the Eastern Educational Research Association, Palm Beach, FL.

**State**

Pinkett, E.E. L. (2001, March). *Thinking the unthinkable: Transactional perspectives of human development.* Symposium presented at the annual meeting of the Louisiana Educational Research Association, Baton Rouge. Graduate Student symposium presenters:

1. *A critical examination of Jerome Bruner's theories related to human development.* Catherine P. Broussard, Iberia Parish Schools, New Iberia, LA.

2. *An examination of the works of James Banks: A journey through cultural diversity.* Sherry Benjamin, Lafayette Parish Schools, Lafayette, LA.

3. *An evaluation of the works of John Ogbu.*

Chad M. LaComb, University of Louisiana at Lafayette.

Pinkett, E. E. L. (1999, November). *Teacher-child discourse as writing context for at-risk children.*

Symposium developed and organized for and presented at the annual meeting of the Louisiana Reading Association, Lafayette, LA. (Student symposium presenters: Rebecca Beyt, Susan Bourgeois, Keri Daigle, Nicole Fabre, Monica Miller, Rhonda Naquin, Paulette S. Speyrer.)

Pinkett, E. E. L. *Early childhood-child development institute for superintendents and state administrators.* (1998, September). Invited address presented at the annual Early Childhood Education Conference, Alexandria, LA.

Pinkett, E. E. L. *A multi-contextual approach to advanced language and literacy in elementary schoolchildren.* (1997, March). Symposium developed and organized for and presented at the annual meeting of the Louisiana Educational Research Association, Baton Rouge, LA.

**Graduate Student symposium presenters:**

1. *Scaffolding in language arts in the components of reading and writing.* Charlotte Macy, Vermillion Parish Schools, Abbeville, LA.

2. *Effects of read-alouds on children's reading and comprehension development.* Lisa Broussard, Iberia Parish Schools, New Iberia, LA.

3. *Censorship in the language arts.*

Alysia Richard, Lafayette Parish Schools, Lafayette, LA.

	<p>Pinkett, E. E. L. (April and August, 1996). <i>Discipline</i>. Invited Keynote Address. Southwest Louisiana Head Start Semi-annual Conference, Lafayette, LA.</p> <p>Pinkett, E. E. L. (1996, May). Session Chair: <i>Multicultural Education</i>. Annual meeting of the Louisiana Educational Research Association, Lafayette, LA.</p> <p>Pinkett, E. E. L. <i>Year-round schooling: Thinking the unthinkable</i>. (1992, September). Invited address presented at the annual convention of the Texas School Superintendents Association/Texas Association of State Boards of Education, Houston, TX.</p> <p>Pinkett, E. E. L. <i>Dropout prevention through social-emotional appropriateness</i>. (1992, April). Invited paper presented at the fifth annual Texas Conference on Students in At-Risk Situations, Austin, TX.</p> <p>Pinkett, E. E. L. <i>Quality child care</i>. (1987, October). Paper presented at the annual conference of the Georgia Association for Young Children, Columbus, GA.</p> <p>Pinkett, E. E. L. <i>Social competence and birth order</i>. (1987, November). Paper presented at the annual conference of the Georgia Educational Research Association, Atlanta, GA.</p> <p>Pinkett, E. E. L. (March, 1987). <i>The disappearance of childhood</i>. Invited keynote speaker. Metro-Atlanta International Reading Association Annual Meeting, Atlanta, GA.</p> <p>Pinkett, E. E. L. <i>Full-day vs half-day preschool attendance: Are children different by third grade?</i> (1986, October). Paper presented at the annual conference of the Georgia Association for Young Children, Savannah, GA.</p> <p>Pinkett, E. E. L. <i>Training institute in child care/preschool</i>. (1986, October). Paper presented at the annual conference of the Georgia Association for Young Children, Savannah, GA.</p> <p>Pinkett, E. E. L. <i>Preschool does make a difference</i>. (1985, February). Paper presented at the annual convention of the Georgia Preschool Association, Atlanta, GA.</p> <p>Pinkett, E. E. L. <i>Comparison of handicapped and nonhandicapped preschoolers on three social interaction variables</i>. (1981, November). Symposium presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA.</p>
<b>Conferences Attended</b>	<p><b><u>National</u></b></p> <p>Pinkett, E. E. L. (2002, April). <i>Concentrated holistic literacy program: Contextually-oriented enhancement of instruction for low-income elementary school children</i>. Paper submitted for presentation at the annual meeting of the American Educational Research Association, New Orleans. (Division E: Human Development, and SIG: Early Education and Child Development).</p>

- Pinkett, E. E. *Resilience, family cohesion, and family literacy in preschoolers who live poverty.* (2002, June). Paper submitted for presentation, Triennial Head Start Conference, DC.
- Pinkett, E. E. L., & Broussard, C. *Reduced teacher-child ratio as a learning context: Effects on academic and social functioning of at-risk kindergarten and first grade children.* (1998, April). Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (Division C: Learning and Instruction).
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Professional Memberships	<p>American Educational Research Association (1983- present)  Division E: Human Development  Division C: Learning and Instruction  Special Interest: Early Education and Child Development</p> <p>National Association for the Education of Young Children (1980 to present)</p> <p>Society for Research in Child Development (1983 to present)</p>
Additional Skills	<p>Research Design</p> <p>Early Childhood Program and Curriculum Development</p>