

National Experts

Sue Bredekamp is an early childhood education specialist from Washington, DC who serves as a consultant on curriculum, teaching, and professional development for national organizations such as the National Association for the Education of Young Children (NAEYC), the Council for Professional Recognition, the Head Start Bureau, and Sesame Workshop. From 1981 to 1998, she was Director of Accreditation and Professional Development for NAEYC where she developed and directed a national accreditation system for early childhood programs. She is the primary author of NAEYC's highly-influential publication, *Developmentally Appropriate Practice in Early Childhood Programs*, the 1987 and 1997 editions, and co-editor of the 2009 revision. Her introductory textbook, *Effective Practices in Early Childhood Education: Building a Foundation* was published by Pearson in January 2010.

Dr. Bredekamp serves on the Board of the HighScope Educational Research Foundation. From 2007 to 2009, she served on the Committee on Early Childhood Mathematics of the National Research Council. She co-authored *Learning to read and write: Developmentally appropriate practices for young children*, the joint position statement of the International Reading Association and NAEYC. She was a consultant for RISE Learning Solutions, producer of distance learning programs for early childhood professional development, and the content developer and on-air faculty for *HeadsUp! Reading*, a distance learning course on early literacy. Dr. Bredekamp is a frequent keynote speaker and author of numerous books and articles related to standards for professional practice and professional development. Dr. Bredekamp holds a Ph.D. in Curriculum and Instruction from the University of Maryland.

Judith J. Carta is the Director of Early Childhood Research at the Juniper Gardens Children's Project, a Senior Scientist in the Institute for Life Span Studies, and Professor of Special Education at the University of Kansas. Dr. Carta earned her master's degree in Child Development and Family Life from Purdue University and her doctorate in Special Education from the University of Kansas. She has held positions as a classroom teacher of preschoolers with developmental disabilities, a developer of observational assessments and interventions aimed at young children and their families, a research director, faculty member and teacher trainer.

Dr. Carta's major research interests are evidence-based practices to improve the language and social competence of young children, risk factors affecting children's development, approaches for monitoring progress in young children, and parenting interventions to prevent child maltreatment. Along with Charles Greenwood, she currently directs the IES-funded Center for Response to Intervention in Early Childhood. She is also a co-PI on an IES-funded project to develop a Three-tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk, and she is the Principal Investigator of the CDC-funded project: Preventing Child Maltreatment Through a Cellular-Phone Technology-Based Parenting Program. As part of her work on Technical Assistance Center for Social-Emotional Interventions (TACSEI), she is developing a three-tiered model to support the social emotional outcomes of infants and toddlers. Dr. Carta is a co-author of the newly released *Using IGDIs: Monitoring Progress and Improving Intervention for Infants and Young Children* by Paul Brookes Publishers.

Douglas H. Clements is the SUNY Distinguished Professor of Education at the University of Buffalo, SUNY. His present research interests are in the areas of the learning and teaching of early mathematics and computer applications. He has published over 100 research studies, 8 books, 50 chapters, and 250 additional publications. His latest books detail research-based learning trajectories in early mathematics education: *Early childhood mathematics education research: Learning trajectories for young children* and a companion book, *Learning and teaching early math: The learning trajectories approach* (Routledge). He has directed 20 projects funded by the National Science Foundation (NSF) and the U.S. Dept. of Education, Institute of Education Sciences (IES). Currently, Dr. Clements is Principal Investigator on two large-scale randomized cluster trial projects (IES). He is also working with colleagues to study and refine learning trajectories in measurement (NSF).

Dr. Clements was a member of President Bush's National Math Advisory Panel, convened to advise the administration on the best use of scientifically based research to advance the teaching and learning of mathematics and coauthor of the Panel's report. He was also a member of the National Research Council's Committee on Early Mathematics and co-author of their report. He is one of the authors of NCTM's *Principles and Standards in School Mathematics* and *Curriculum Focal Points*. Previously a kindergarten and preschool teacher, Dr. Clements teaches courses on early childhood mathematics, early childhood educational technology, and the cognitive foundations of early childhood education. In addition, he works with over 350 teachers in three current projects that include professional development and collaborative research. (Additional information is at <http://gse.buffalo.edu/about/directory/faculty/clements>).

Marijata C. Daniel-Echols is the Director of Research at the HighScope Educational Research Foundation. She holds a Ph.D. in Political Science from the University of Michigan and a Masters in Public Policy from the University of Michigan's Gerald R. Ford School of Public Policy and an M.A. in Sociology from the University of California, Los Angeles. She has been an evaluator of early childhood programs and served as an evaluation design consultant to local and state programs for the past nine years. In addition to program evaluation, Daniel-Echols is involved extensively in instrument development. Tools for which she played a central role in development and/or validation are the Ready School Assessment Project, the Early Literacy Skills Assessment, and the Family Child Care Program Quality Assessment. Daniel-Echols recently served as a member of a statewide committee to develop a child care QRIS in Michigan. She also served as a member of the Michigan Great Start Readiness Program Risk Factor Ad Hoc Committee which revised the eligibility criteria for the state's preschool program for at-risk four year olds.

Currently, Daniel-Echols is the Principal Investigator (PI) for the Michigan Great Start Readiness Program Longitudinal Evaluation; Co-PI for the Number's Plus Early Mathematics Curriculum Development project; Project Director of an evaluation of South Carolina Office of First Steps' Early Reading First grant; Project Director of an evaluation of the United Way for Southeastern Michigan's Early Learning Communities Project; Co-PI for the South Carolina First Steps to School Readiness Evaluation; and Data manager and consultant to the state of Michigan as it complies with federal Preschool Special Education Child Outcomes reporting requirements. She was Co-PI for HighScope's Head Start Quality Research Center; and PI for the Michigan component of the National Institute for Early Education Research multi-state study of state-funded preschool.

David Dickinson is a professor and Interim Chair of the Department of Teaching and Learning at Vanderbilt University's Peabody School of Education. After graduating from Oberlin College and while working toward his M. Ed at Temple University, he taught elementary school children from working class homes in the Philadelphia area for five years and became interested in the role of language in literacy. He pursued his interest in language and cognition as he worked on his doctorate at Harvard's Graduate School of Education. After studying the association between conceptual development and vocabulary learning, he and Catherine Snow embarked on a longitudinal study of the contributions of homes and preschool classrooms to language and literacy development. They followed low-income children from age three into middle school. He was responsible for studying children's classroom experiences, and found evidence that specific kinds of classroom experiences contribute to children's long-term language and literacy development. The results are described in *Beginning Literacy with Language*. He worked with colleagues from Education Development Center (EDC) to develop and study professional development interventions and create tools for describing classroom supports for literacy and language including the *Early Language and Literacy Classroom Observation (ELLCO)*. Judith Schickedanz and he co-authored *Opening the World of Learning (OWL)*, a comprehensive preschool curriculum. He has authored and co-authored numerous articles and books including two volumes of the *Handbook of Early Literacy Research*. He continues to examine language supports in classrooms and challenges associated with enhancing program quality. Currently he is studying the impact of *OWL* in a large Head Start program and is helping to lead an Early Reading First Project in Nashville. He has participated on numerous national advisory panels now is on a National Academies of Science committee that is examining the relationship between children's academic language abilities and the achievement gap.

Linda M. Espinosa, Professor of Early Childhood Education (Ret.) at the University of Missouri, Columbia, has served as the Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University and Vice President of Education at Bright Horizons Family Solutions. Recent research and policy work has focused on effective curriculum and assessment practices for young children from low-income families who are dual language learners. She serves as the Co-Chair of the First Five, Los Angeles County Universal Preschool Research Advisory Committee and is a member of the National Task Force on Early Childhood Education for Hispanics Technical Advisory Group. Dr. Espinosa also served on the Head Start National Reporting System (NRS) Technical Advisory Group. Recently, she has co-authored the California Early Learning Foundations, English Language Learners Chapter, the California Preschool Curriculum Frameworks English Language Development Chapter, and the Desired Results Developmental Profile, English Language Development Assessment Measures.

Dr. Espinosa has worked extensively with low-income Hispanic/Latino children and families throughout the state of California as a school administrator and program director in San Francisco, San Jose, and Redwood City. Her latest book is *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice*. She developed and directed the *Family Focus for School Success* program in Redwood City, California, and has published more than 70 research articles, book chapters and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language. She has recently completed a secondary analysis of the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K) on the school achievement patterns of language minority children.

Mary Louise Hemmeter is an Associate Professor in the Department of Special Education at Vanderbilt University. She has been involved in a number of federally funded research projects on effective instruction, promoting children's social-emotional development, and preventing challenging behavior. Currently, she is the principal investigator for an IES-funded project focused on examining the potential efficacy of a classroom-wide model for promoting social emotional development and addressing challenging behavior in preschool children. She is the principal investigator and director of the Center on the Social and Emotional Foundations for Early Learning. She is co-principal investigator of the embedded instruction project. Dr. Hemmeter is an associate editor for the *Journal of Early Intervention*.

Dr. Hemmeter's research focuses on two areas related to young children with disabilities: effective instruction for young children with and without disabilities and supporting teachers and programs in addressing young children's challenging behavior. In terms of instructional research, she investigates the effectiveness of different instructional strategies implemented in a variety of contexts (e.g., home, school) and activities (e.g., activity based versus didactic). She is currently looking at the effectiveness of different instructional arrangements (e.g., small group, classroom wide, individual) on young children's emerging literacy skills. She also is interested in how to support teachers in implementing effective instructional procedures. In her research on emerging literacy, she has developed and examined the effectiveness of a collaborative training model for supporting teachers in using effective emergent literacy practices. Her research on instruction led to her interest in addressing challenging behavior. She is developing a model of program-wide behavior supports that is applicable to settings with young children with challenging behavior. This work is focused on designing and validating measures that can be used in a larger study examining the impact of this model on teacher behavior as well as child outcomes.

Gail Joseph is an Assistant Professor in the area of Educational Psychology and the director of the Early Childhood and Family Studies program at the University of Washington. She teaches undergraduate and graduate courses, advises students, and conducts research on topics related to early care and education. Dr. Joseph has been involved in a number of research projects and training and technical assistance activities at the local, state and national levels related to child care quality, inclusion of children with special needs into community based programs, and promoting children's social emotional development and preventing challenging behavior. She is the founder and current Advisory Board Chair for the Buell Early Childhood Leadership Development program.

Currently, Dr. Joseph is a Principal Investigator for the Head Start Center for Inclusion (www.headstartinclusion.org), and the Childcare Quality and Early Learning Center for Research and Training (www.cqel.org). The Head Start Center for Inclusion (HSCI) is funded by the Office of Head Start and works to increase the competence, confidence and effectiveness of Head Start staff members to include children with special needs. The HSCI develops evidence-based training materials and professional development approaches to this end. Presently, the HSCI is engaged in evaluating how these materials work in "real world" settings. The Childcare Quality and Early Learning Center for Research and Training is funded by the Bill and Melinda Gates Foundation to improve the quality of early care and education in Washington State and beyond by providing training, support and monitoring on numerous early childhood assessments, as well as studying the Quality Rating and Improvement System implementation and outcomes.

Rollanda Estby O'Connor is a reading specialist and Professor at the University of California at Riverside who received her Ph.D. from the University of Washington. Her research has centered on issues of reading acquisition and reading improvement. She has conducted numerous reading intervention studies in general and special education settings and explored procedures to predict which students are likely to develop reading disabilities. Since 1998, she has focused on layers of instruction to increase the responsiveness of children to reading interventions in kindergarten through 4th grade. Her longitudinal studies of intervention and assessment led to the production of *Ladders to Literacy* (1998; 2005), a collection of phonological and print awareness activities for children at risk for reading problems, and *Teaching Word Recognition* (2007), a synthesis of best practices for teaching children to read words. Her current IES-funded research explores variations in models of Responsiveness to Intervention (RtI), including the effects of Tier 2 intervention across the first four years of reading development.

Scott McConnell is Professor of Educational Psychology (Special Education Program) and Child Psychology and Fesler-Lampert Chair in Urban and Regional Affairs at the University of Minnesota, as well as an affiliate of the Center for Early Education and Development. He is particularly interested in the design, evaluation, and implementation of general outcome measures of young children's development for use in RTI and other intervention models. His current projects include leading the Minnesota site for the *Center for Response to Intervention in Early Childhood*, a federally funded research and development center working to develop Response to Intervention for programs serving preschool children, directing *Five Hundred under 5*, a multidisciplinary community-based research and service development program to understand and improve school readiness for high-risk youngsters, and co-directing evaluation of the Minnesota Early Learning Foundation initiative, large-scale efforts to enhance systems for promoting school readiness for at-risk children in Minnesota. He also is a member of the *Promise Neighborhood Research Consortium*, a consortium of prevention scientists working with high-poverty neighborhoods to identify and implement evidence-based practices.

Scott is a member of the Board at *Ready4K* and a member of the Northside Achievement Zone Management Team, and has served on or consulted to various committees of the United Way, the Minnesota Legislature, and St Paul Schools. He is also the father of two teens, Nora and Reid.

Ellen Peisner-Feinberg is a Senior Scientist at the FPG Child Development Institute and Research Associate Professor in the School of Education at the University of North Carolina at Chapel Hill. She has conducted numerous statewide and national research studies focused on the quality of early care and education programs and the effects on children, especially children at risk and dual language learners. Her current research efforts include the Recognition & Response (R&R) Project, which is developing and evaluating a model of Response to Intervention (RTI) specifically designed for pre-k children (funded by the US Department of Education, Institute for Education Sciences); the Center for Early Care and Education Research: Dual Language Learners (CECER-DLL), a national research center funded by the U.S. Department of Health and Human Services (Administration for Youth and Families, Office of Planning, Research, and Evaluation); the Child Care Choices Project, a study of child care utilization patterns for Latino families (funded by the US Department of Health and Human Services, Administration for Children and Families, Child Care Bureau); and the Evaluation of the North Carolina More at Four Prekindergarten Program, a publicly-funded early education program designed to serve at-risk children, for which she has directed the statewide evaluation for the past 9 years.

Past efforts have included serving as co-Director of the North Carolina Head Start Quality Research Center, part of a national research consortium studying quality issues in Head Start, including providing a technical advisory panel for key national studies (FACES and Head Start Impact Study); and serving as one of the PIs on the Cost, Quality, and Child Outcomes in Child Care Centers Project, one of the most well-known large-scale studies of center-based child care and children's development and school success from the preschool years through the end of elementary school. She has authored numerous publications in these areas, disseminating the findings of her work to a variety of audiences, including early childhood practitioners, researchers, policymakers, and parents.

Carolyn Webster-Stratton is Professor and Director of the Parenting Clinic at the University of Washington. She is a licensed clinical psychologist and nurse-practitioner and over the past 30 years has conducted numerous randomized control group studies to evaluate the effectiveness of intervention programs for promoting social and emotional competence, school readiness skills and preventing conduct problems in high risk populations. She has also evaluated teacher, parent and child treatment programs for children diagnosed with Oppositional Defiant Disorder, Conduct Disorder and ADHD. Dr. Webster-Stratton has developed the Incredible Years Series which include separate training programs, intervention manuals and DVDs for use by trained therapists, teachers and group leaders to promote children's social competence, emotional regulation and problem solving skills and reduce their behavior problems. The objectives of these interventions are to help parents and teachers provide young children (0-12 years) with a strong emotional, social and academic foundation so as to achieve the longer term goal of reducing the development of depression, school drop out, violence, drug abuse and delinquency in later years.

Dr. Webster-Stratton has published numerous scientific articles and chapters as well as a book for parents entitled, *The Incredible Years: A trouble shooting guide for parents of children aged 2 – 8 years*, a book for teachers entitled, *How to promote children's social and emotional competence*, a book for therapists entitled, *Troubled Families-Problem Children*, and four books for children concerning problem-solving, anger management and learning problems. These interventions have been translated in many languages, are being used in over 15 countries, and have received many awards including the 1997 National Mental Health Lela Rowland Prevention Award for best mental health prevention program, the Office of Juvenile Justice Delinquency Prevention "Blueprint" award and the Department of Health and Social Services, Center for Substance Abuse Prevention award for "exemplary" interventions. Dr Webster-Stratton has been the recipient of the prestigious National Mental Health Research Scientist Award.