



U.S. Department of Education

Early Reading First & Early Childhood Educator
Professional Development



Early Literacy Conference

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May 11-12, 2010 • Chicago, Illinois

Conference Overview

United States Department of Education Early Reading First & Early Childhood Educator Professional Development Program

Chicago, Illinois
May 11- 12, 2010

Tuesday, May 11, 2010

8:00am-8:30am	SIGN-IN
8:30am-8:45am	OPENING REMARKS
8:45am-9:15am	WELCOME ADDRESS
9:15am-9:30am	BREAK
9:30am-11:30am	CONCURRENT SESSIONS
11:30am-12:45pm	LUNCH (on your own)
12:45pm-2:45pm	CONCURRENT SESSIONS
2:45pm-3:00pm	BREAK
3:00pm-5:00pm	PLENARY SESSION
5:00pm-6:00pm	MEET YOUR PROGRAM OFFICER (By Appointment)

Wednesday, May 12, 2010

8:30am-10:30am	CONCURRENT SESSIONS
10:30am-10:45am	BREAK
10:45am-11:45am	PLENARY SESSION
11:45am-12:45pm	LUNCH (on your own)
12:45pm-2:00pm	MEET YOUR PROGRAM OFFICER (By Appointment)

Chicago 2010

Tuesday, May 11, 2010

8:30 am - 8:45 am	OPENING REMARKS
Grand Ballroom	Welcome Rosemary Fennell ERF and ECEPD U.S. Department of Education Deborah Spitz Early Childhood and Reading Group U.S. Department of Education
8:45 am – 9:15 am Grand Ballroom	Welcome Address Piercing the Opacity of Early Learning Reform: What Young Children Should Know and Be Able to Do Timothy Shanahan, Chair, National Early Literacy Panel and Director, Center for Literacy, University of IL-Chicago
9:15 am – 9:30 am	BREAK
9:30 am – 11:30 am	CONCURRENT SESSIONS
Red Lacquer Room	Creating a Print-Rich Environment: Implications for Early Literacy Learning and Teaching Dorothy S. Strickland, Professor Emerita Rutgers, The State University of New Jersey Teacher/Child Interactions in a Print-Rich Environment Carol Vukelich, Director, University of Delaware Center for Teacher Education Discussant: Lorie Hoggard, Director of Early Childhood Education Newport-Mesa Unified School District, Costa Mesa, CA (2007 ERF Grantee)
State Ballroom	Principled Criteria and Processes for Evaluation and Assessment Barbara R. Foorman, Director, Florida Center for Reading Research Florida State University Michael Kamil, Stanford University Rita Kirshstein and Eboni Howard, American Institutes for Research
Grand Ballroom	Getting it Right: Engaging Families from Diverse Backgrounds to Support Children’s Learning and Development Patricia Edwards, Professor, Language and Literacy Michigan State University and President of the International Reading Association Discussant: Peggy Phan-Nguyen, Early Reading First Coordinator Newport-Mesa Unified School District, Costa Mesa, CA
Price Room	Literacy Content-Focused Coaching: A Model for Administrators and Coaches Kelly Hunter, Director of Professional Development Patricia Federman, Co-Founder, Children’s Literacy Initiative Discussant: Jeanine Brownell, Assistant Director for Programming Early Mathematics Education Project, Erikson Institute

11:30 am – 12:45 pm	LUNCH (on your own)
12:45 pm – 2:45 pm	CONCURRENT SESSIONS
Red Lacquer Room	<p>Creating a Print-Rich Environment: Implications for Early Literacy Learning and Teaching Dorothy S. Strickland, Professor Emerita Rutgers, The State University of New Jersey</p> <p>Teacher/Child Interactions in a Print-Rich Environment Carol Vukelich, Director, University of Delaware Center for Teacher Education</p> <p>Discussant: Lorie Hoggard, Director of Early Childhood Education Newport-Mesa Unified School District, Costa Mesa, CA (2007 ERF Grantee)</p>
State Ballroom	<p>Principled Criteria and Processes for Evaluation and Assessment Barbara R. Foorman, Director, Florida Center for Reading Research Florida State University Michael Kamil, Stanford University Rita Kirshstein and Eboni Howard, American Institutes for Research</p> <p>Discussant: Catherine Scott-Little University of North Carolina—Greensboro (2007 ECEPD Grantee)</p>
Grand Ballroom	<p>Getting it Right: Engaging Families from Diverse Backgrounds to Support Children's Learning and Development Patricia Edwards, Professor of Language and Literacy Michigan State University and President of the International Reading Association</p> <p>Discussant: Peggy Phan-Nguyen, Early Reading First Coordinator Newport-Mesa Unified School District, Costa Mesa, CA</p>
Price Room	<p>Literacy Content-Focused Coaching: A Model for Administrators and Coaches Kelly Hunter, Director of Professional Development Children's Literacy Initiative</p> <p>Discussant: Jeanine Brownell, Assistant Director for Programming Early Mathematics Education Project, Erikson Institute</p>
2:45 pm – 3:00 pm	BREAK

Tuesday May 11, 2010

3:00 pm – 4:30 pm
Grand Ballroom

PLENARY SESSION

Networking Session: ERF and ECEPD Contributors to High Quality State or Local Early Language and Literacy Practices

Local Collaboration for Implementing and Sustaining ERF
Lynn Corder, ERF Project Director
Jen Mahar, ERF Project Coordinator
Nick Patrone, Director of Community Schools
Olean Community Schools (2009 Grantee)

Professional Development and Assessment Strategies in Early Education
Susan Kimmel, Director
Center for Early Childhood Professional Development
University of Oklahoma (2007 ERF Grantee)

Engaging Families to Support Children's Learning
Lorie Hoggard, Director of Early Childhood Education
Peggy Phan-Nguyen, Early Reading First Coordinator
Newport-Mesa Unified School District, Costa Mesa, CA
(2007 ERF Grantee)

Interactive Evaluation to Improve Practice and Support Sustainability
Jacqueline Bevere-Maloney, Principal, Chelsea Public Schools
Margo DiBiasio, Assistant Project Director, Chelsea Public Schools
Etta Rosen, Trainer, Hanson Initiative for Language and Literacy
Paula Quinn, Evaluator, University of Massachusetts Donahue Institute
(2007 ERF Grantee)

Discussants: Rebecca Marek and Amber Sheker,
USED Early Childhood and Reading Group

4:30 pm – 5:00
Grand Ballroom

Listening and Learning: Best Practices in Early Childhood Education

Jacqueline Jones, Senior Advisor to the Secretary for Early Learning

5:00 – 6:00 pm

MEET YOUR PROGRAM OFFICER (By Appointment)

Rosemary Fennell (Grand Ballroom)
Rebecca Marek (Red Lacquer Room)
Amber Sheker (State Ballroom)

8:30 am – 10:30 am	CONCURRENT SESSIONS
State Ballroom	Seamless Education: Continuity From Pre-Kindergarten through Kindergarten Richard Clifford and Sharon Ritchie, Senior Scientists Frank Porter Graham Child Development Center Discussant: Dorothy S. Strickland, Professor Emerita Rutgers, The State University of New Jersey
Red Lacquer Room	Improving Language, Literacy and Instruction for English Language Learners Margarita Calderón, Professor Emeritus, Johns Hopkins University Maria N. Trejo, Administrator, Even Start Office California Department of Education Discussant: Peggy Phan-Nguyen, Early Reading First Coordinator Newport-Mesa Unified School District, Costa Mesa, CA (2007 ERF Grantee)
Grand Ballroom	Doing What Works: Changing Research to Practice Literacy Instruction and Activities Christine Dwyer, Senior Vice President, RMC Research Corporation Discussants: Michael Kamil, Stanford University and Jennifer Ballen-Riccards, USED Policy and Program Studies Service
10:30 am – 10:45 am	BREAK
10:45 am – 11:45 am Grand Ballroom	Grant Administration: Reporting and Indirect Costs Deborah Spitz, Group Leader, Early Childhood and Reading Group David Downey, Risk Management Services
11:45 am – 12:45 pm	LUNCH (on your own)
12:45 pm – 2:00 pm	MEET YOUR PROGRAM OFFICER (By Appointment) Rosemary Fennell (Grand Ballroom) Rebecca Marek (Red Lacquer Room) Amber Sheker (State Ballroom)

Presenters and Speakers

Jacqueline Bevere-Maloney, Principal and ERF Project Director, John Silber Learning Center

Ms. Jacqueline Bevere Maloney is the Principal and ERF Project Director at the John Silber Early Learning Center in Chelsea, MA. She has been the Principal for seven years and spent six years as the Assistant Principal. She has been with the Chelsea Public School System since 1989. Prior to her work at the Early Learning Center, Jacqueline was an elementary school teacher and District-Wide Lead Teacher for After-School Programming.

Jeanine O. Brownell, Assistant Director for Programming, Early Mathematics Education Project, Erikson Institute

Jeanine O’Nan Brownell is an early childhood teacher with experience in preschool to third-grade classrooms. She has worked as a mentor to new teachers, an instructional coach, and an author of early mathematics curriculum. Currently she is working with a group of Head Start teachers in a three-year project to improve early mathematics instruction in Chicago.

Margarita Calderón, Ph.D., Professor Emeritus, Johns Hopkins University

Dr. Calderón is a professor and senior research scientist at Johns Hopkins University School of Education. Since 2004, she has been conducting research studies funded by the Carnegie Corporation of New York. Since 2006, she has been working with New York City's Department of Education on the training of middle and high school teachers who have low-performing English-language learners in their classrooms.

She has authored more than 100 articles, chapters, books, and teacher training manuals, and frequently presents at the conferences of major education organizations, including the International Reading Association, Teachers of English as a Second Language, and National Association of Bilingual Educators. Dr. Calderón has been a member of the National Literacy Panel on Language-Minority Children and Youth, and has served on committees working with the National Research Council, Carnegie Foundation, ETS, and the National Center for Learning Disabilities.

Richard Clifford, Ph.D., Senior Scientist at the Frank Porter Graham (FPG) Child Development Center The University of North Carolina

Dr. Clifford directs research and training programs at the University of North Carolina and is also Research Associate Professor in the School of Education. He is co-director of both the National Center for Early Development and Learning and the National Prekindergarten Center.

Dr. Clifford's training is in Educational Administration with specializations in Political Science and Research. He has experience as a teacher and principal in public schools. For more than 25 years, he has been involved in studying public policies and advising local, state and federal officials and practitioners on policies affecting children and their families. His work has focused on two major themes: public financing of programs for young children, and the provision of appropriate learning environments for preschool and early-school-aged children. Dr. Clifford has edited several books and journal issues as well as authored numerous published articles. He is co-author of a widely-used series of instruments for evaluating learning environments for children and is past president of the National Association for the Education of Young Children.

Lynn Corder, ERF Project Director, Olean Community Schools

Mr. Corder has been in education for the past 25 years. He has served as a teacher, principal, director of personnel, 21st Century Learning Center Coordinator, Reading First Coordinator, and Early Reading First Director. **He has a Master's degree in Education in Reading and advanced certification as a school district administrator from St. Bonaventure University. He has been the catalyst of the District's Reading First process which has exceeded state and national goals.** The program is in the final year of funding, however, the new reading process is embedded in the District and will be sustained for years to come.

Margo DiBiasio, Assistant Principal and Assistant ERF Project Director, John Silber Learning Center

Ms. DiBiasio is the Assistant Principal and Assistant ERF Project Director at the John Silber Early Learning Center in Chelsea, MA. She has been with the Chelsea Public School System since 1990. Prior to being appointed as Assistant Principal in 2004, Margo was a Reading First Coach and an Early Literacy Lead teacher. She also taught many years as a pre-kindergarten and kindergarten teacher.

Christine Dwyer, Senior Vice President, RMC Research Corporation

M. Christine Dwyer (Chris), is a partner in RMC Research Corporation, a national firm headquartered in Portsmouth, NH, employing approximately 125 people who conduct research and evaluation, provide technical assistance and **consultation, and develop products for governments at all levels as well as private foundations and other entities.** Dwyer's primary research and development work has been in education, media, literacy, and the arts.

She holds degrees from Mount Holyoke College and the University of New Hampshire. Dwyer has provided extensive pro bono service in the arts over the past ten years. Dwyer has served as chair of the New Hampshire State Council on the Arts (NHSCA), the Portsmouth Music Hall board, and the Portsmouth Cultural Commission. She is currently a board member of the New Hampshire Business Committee on the Arts, an arts commissioner in her home city of Portsmouth, New Hampshire, and a trustee and Treasurer of the Currier Gallery of Art.

Patricia Edwards, Ph.D., President, International Reading Association and Professor of Teacher Education, Michigan State University, College of Education

Dr. Edwards, a professor of teacher education in the College of Education at Michigan State University, was elected as an officer of the International Reading Association (IRA) in 2008 and became president in 2010. Edwards served as a member of the IRA Board of Directors from 1998-2001 and served from December 2006 to December 2007 as the first **African American President of the National Reading Conference (NRC)**. **NRC is the world's premier reading research organization.** In addition to serving on a number of IRA committees, she has been an active IRA member and involved with state organizations in Louisiana and Michigan since 1979. She received the Elva Knight Research Award and the Michigan Reading Association Celebrate Literacy Award.

Edwards was the recipient of the prestigious Michigan State University 1994 Teacher-Scholar Award and the 2001 Distinguished Faculty Award. In 1995, she received the School of Education Alumni Achievement Award and the 1991 Outstanding African-American Alumni Award from the University of Wisconsin-Madison. She is the author of two nationally acclaimed family literacy programs, is co-editor of the assessment column for *The Reading Teacher* (2007-2009), and served on the editorial boards for *The Reading Teacher* and *Michigan Reading Journal*.

Patricia Federman, Co-Founder, Children's Literacy Initiative

Children's Literacy Initiative works with teachers to transform instruction so that children can become powerful readers, writers, and thinkers. Our goal is to close the gap in literacy achievement between disadvantaged children and their more-affluent peers. In order to teach reading and writing to children entering school with little early literacy experience, teachers need high-impact strategies and techniques. *We know that when instruction improves, children will learn.* Ms. Federman has a Master's Degree for Reading Certification and Elementary Education and a Montessori Teaching Certification.

Barbara R. Foorman, Ph.D., Director, Florida Center for Reading Research, Florida State University

Dr. Foorman is the Francis Eppes Professor of Education and Director of the Florida Center for Reading Research at Florida State University. In 2005, Dr. Foorman served as the Commissioner of Education Research in the Institute of Education Sciences in the U.S. Department of Education. From 1978 to 1996, Dr. Foorman was Professor of Educational Psychology at the University of Houston and from 1996-2006, she was Professor of Pediatrics and Director of the Center for Academic and Reading Skills at the University of Texas Health Science Center at Houston. Dr. Foorman has over 100 publications in the area of reading and language development. She serves on editorial boards of several journals, national advisory committees, and national consensus committees on reading, and has been principal investigator of several Federally-funded grants concerning early reading interventions, scaling assessment-driven instruction, and literacy development in Spanish-speaking children. Additionally, her centers have provided professional development and technical assistance to school districts in Texas, Florida, and the eastern seaboard receiving Reading First funds. Dr. Foorman has **chaired Houston ISD's Committee on a Balanced Approach to Reading and worked to revise and validate the Texas Primary Reading Inventory, used in 96% of the school districts in Texas and in several other states.**

Lorie Hoggard, Ph.D., Director, Early Childhood Education, Newport-Mesa Unified School District

Dr. Hoggard currently serves as the Director of Early Childhood Education for the Newport-Mesa Unified School District (N-MUSD) in Costa Mesa, California, and Project Director for N-MUSD's **Early Reading First Project**. She earned a bachelor's degree in Psychology, Multiple Subject and Bilingual/Cross-cultural Language and Academic Development teaching credentials, and master's degree in Curriculum and Instruction from California State University, Long Beach. After teaching elementary school in both Southern and Northern California, Dr. Hoggard earned her doctorate in Educational Leadership from the University of Southern California. Her dissertation focused on Reading Achievement of English Language Learners. As Principal, she led Sonora Elementary School to earn statewide honors as a California Distinguished School and Title I Achieving School. Dr. Hoggard has expanded N-MUSD's early childhood education programs from three to nine sites since 2002. The N-MUSD Early Childhood Education program has been honored with the National School Boards Association's *Magna Award*, California School Boards Association's *Golden Bell Award*, and the National Association for the Education of Young Children's Accreditation.

Presenters and Speakers

Eboni Howard, Ph.D., Education and Human Development Program,
American Institutes for Research

Lead AIR's early childhood/child development practice area. Oversees the development and implementation of AIR's business and marketing strategy for early childhood/child development education policy related work.

Eboni Howard is an experienced researcher who has studied program implementation and outcomes in the areas of childhood education, early intervention, welfare, family support, child abuse prevention and foster care practices. As director of the Herr Center, Howard is overseeing projects in early childhood policy, including a series of studies that will examine early childhood mental health policies and practices in the Great Lakes region and an Illinois case study to examine the quality of state-funded prekindergarten programs. She also holds the Frances Stott Chair in Early Childhood Policy Research. Before joining Erikson, Howard was a senior researcher at Chapin Hall Center for Children at the University of Chicago and a research associate at the Joint Center for Poverty Research at Northwestern University and UCLA. She earned her Ph.D. in the Human Development and Social Policy program at Northwestern University.

Kelly Hunter, Director of Professional Development, Children's Literacy Initiative

Children's Literacy Initiative works with teachers to transform instruction so that children can become powerful readers, writers, and thinkers. Our goal is to close the gap in literacy achievement between disadvantaged children and their more affluent peers. In order to teach reading and writing to children entering school with little early literacy experience, teachers need high-impact strategies and techniques. We know that *when instruction improves, children will learn*. Ms. Hunter has a Master's Degree in Reading/Writing/Literacy with a Reading Specialist Certification and a Doctor of Education in Reading/Writing/Literacy in progress at the University of Pennsylvania.

Michael Kamil, Professor, Language Learning and Policy; Psychological Studies in Education; and Learning, Design, and Technology, Stanford University, Department of Education

Dr. Kamil's work is concerned with the effects of technology on literacy and its acquisition. His research determines the types of materials that are best suited for use in beginning reading instruction and the appropriate balance between applications of technology and the demands of literacy. He also conducts research with English language learners. A current study of his examines the effects of recreational reading of information text on reading achievement of ELL students. He is currently a member of the National Literacy Panel for Language Minority Children and on the Editorial Advisory Board, Journal of Educational Psychology. Dr. Kamil previously served on the RAND Reading Study Group and the National Institute of Child Health and Development National Reading Panel.

Susan J. Kimmel, Ph.D., Director, Center for Early Childhood Professional Development

Dr. Kimmel is the Director of the Center for Early Childhood Professional Development (CECPD), College of Continuing Education, at The University of Oklahoma. She is a former public school teacher (early childhood), literacy coach, and principal investigator of multiple Early Reading First grants. Her most recent projects include the development of *The Literacy Coaching Institute*, *The Literacy Coaching Video Training Series*, and *Early Literacy Innovations*, a professional development series for teachers.

Rita Kirshstein Ph.D., Managing Director, Education and Human Development Program
American Institutes for Research

Dr. Kirshstein is Managing Director in the Education and Human Development Program and has more than 25 years of experience in the areas of higher education policy and program evaluation. Her work with the National Commission on the Cost of Higher Education resulted in the report, *Straight Talk about College Costs and Prices*. She has led numerous other studies for the U.S. Department of Education, Congress, and the state of Maryland that have focused on the costs of providing higher education, the price students and their families pay, and financial aid programs and policies.

Dr. Kirshstein has also been involved with a number of other higher education projects. These projects include studies of faculty in two- and four-year colleges and universities, the experiences of students who are deaf and hard of hearing in higher education, science and engineering research facilities on college and university campuses, and teacher preparation programs. These studies have resulted in numerous publications, reports, and presentations. He has also taught at the college level, authored numerous reports and articles, participated in state and national conferences, been appointed to two county commissions and served on the boards of two nonprofit organizations.

Jen Mahar, Project Coordinator, Olean Community Schools

Ms. Mahar taught 3 and 4-years old pre-k for eight years. She also served as a YMCA child care center director and the program coordinator for Universal Pre-K and Even Start programs. She has a Masters in Early Childhood Education and advanced certification as a school district administrator. Ms. Mahar has presented workshops at both state and national

conferences in the areas of early childhood and family literacy. She currently serves as the Early Reading First program coordinator for Olean's Project MADE – Made a Difference Early.

Nick Patrone, Director of Community Schools, Olean Community Schools

Nicholas Patrone has been in Education for the past 35 years. He has served as a teacher, principal, Community School Director, Even Start Coordinator and consultant to New York State Education Department. He has a Masters in Education and ASC (Advance Study Certificate) from St. Bonaventure University. He has been involved in numerous studies at the local, state, and national levels including a state wide Focus Group Study on Even Start for New York State. One such study resulted in Olean's Even Start program receiving validation in New York State as a program that works.

Peggy Phan-Nguyen, Coordinator, Early Reading First, Newport-Mesa Unified School District

Ms. Phan-Nguyen currently serves as the Early Reading First Coordinator in Newport-Mesa Unified School District in Costa Mesa, CA. Prior to her role as ERF Coordinator, she was the School Readiness Coordinator in the Early Childhood Education department for the district. Peggy was also a public elementary classroom teacher for over 10 years where most of her teaching experience was in kindergarten. She earned a bachelor's degree in Child Development and a master's degree in Education from California State University, Fullerton. She also holds a Multiple Subject and Cross-Cultural Language and Academic Development teaching credentials and an Administrative Services Credential. Peggy has extensive experience in providing professional development trainings for early childhood education teachers and staff.

Paula Quinn, Research Manager, University of Massachusetts Donahue Institute

Ms. Quinn is a research manager for education programs and has been with the UMass Donahue Institute since 2004. Prior to this, she was an evaluation consultant. She has worked on projects funded through NSF, the U.S. Department of Education, the Massachusetts Department of Early and Secondary Education, the Davis Foundation, and other public and private entities. Many of these projects were or are related to the content areas of literacy, mathematics, science, and engineering.

Sharon Ritchie, Ph.D., Senior Scientist, Frank Porter Graham Child Development Center The University of North Carolina

Dr. Ritchie, Associate Professor in the School of Education and Senior Scientist at FPG Child Development Institute, is recognized for her work with FirstSchool, a long-term, systems-based process focused on state, district, school and classroom policies and practices for vulnerable young children, PreK-3rd grade.

Dr. Ritchie has helped brand FPG Child Development Institute and the University of North Carolina at Chapel Hill as a place for teachers, parents, and administrators to come and work together on some of the biggest challenges facing public education: equity, achievement gap, teacher quality, parent involvement and collaboration. Her engagement with the community is genuine and based on the knowledge that the capacity to change resides within the community structures where children and families are being served, not in the halls of academia. As project director, Dr. Ritchie has brought an exceptional level of community engagement to this process.

Etta Rosen, Literacy Facilitator, HILL

Etta Rosen is a Literacy Facilitator for HILL. HILL has participated in the Chelsea project from the beginning and before that provided professional development to the Boston ERF project. In her role at HILL, Etta consults to other early education sites that are not currently ERF grantees including the Rollins Center at the Atlanta Speech School. Prior to joining HILL Etta worked for many years as a Reading Specialist, School Psychologist and Early Childhood Specialist.

Catherine Scott-Little, Ph.D., Associate Professor, Human Development and Family Studies School of Human and Environmental Sciences, The University of North Carolina at Greensboro

Dr. Scott-Little is currently an Associate Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro, where she teaches in the Birth through Kindergarten Teacher Licensure program. In addition to her role on faculty, Catherine collaborates with staff from the SERVE Center for Continuous Improvement on the evaluation of the South Carolina Bridges to Early Learning ECEPDP grant, and she is engaged in several research studies related to the effects of teacher preparation programs. Catherine has also conducted several national studies to examine the content of state-level early learning standards and how the standards are being used within states.

Presenters and Speakers

Timothy Shanahan, Ph.D., Professor, University of Illinois at Chicago Center for Literacy

Dr. Shanahan is Professor of Urban Education at the University of Illinois at Chicago where he is Director of the Center for Literacy. He was Director of Reading for the Chicago Public Schools. His research emphasizes reading-writing relationships, reading assessment, and improving reading achievement. He is immediate past president of the International Reading Association. In 2006, he was appointed by President George W. Bush to serve on the Advisory Board of the National Institute for Literacy. He was inducted to the Reading Hall of Fame in 2007.

Dr. Shanahan is the Chair of the National Early Literacy Panel, Member of the National Reading Panel, Director of the Center for Literacy, and Coordinator of Graduate Programs in Reading, Writing, and Literacy at the University of Illinois at Chicago. He received the Albert J. Harris Award for Outstanding Research on Reading Disability and the Milton D. Jacobson Readability Research Award from the International Reading Association. He is a member of the American Educational Research Association, National Council on Research in Language and Literacy, National Council of Teachers of English, National Reading Conference, and the Society for the Study of Reading.

Dr. Shanahan is an internationally recognized reading researcher with extensive experience with children in Head Start, children with special needs, and children in inner-city schools.

Dorothy Strickland, Ph.D., Professor of Education, Rutgers, the State University of New Jersey

Dr. Strickland is the Samuel DeWitt Proctor Professor of Education at Rutgers, the State University of New Jersey. A former classroom teacher, reading consultant and learning disabilities specialist, Dr. Strickland is a past president of both the **International Reading Association (IRA) and the Reading Hall of Fame**. She has received numerous awards, including IRA's Outstanding Teacher Educator of Reading Award, the National Council of Teachers of English Award for Outstanding Educator in the Language Arts, and the National-Louis University Ferguson Award for Outstanding Contributions to Early Childhood Education.

Dr. Strickland was recently appointed to the National Academy of Sciences Committee on Teacher Education authorized by Congress. She is a member of the panels that produced *Becoming a Nation of Readers*, *Preventing Reading Difficulties in Young Children*, and *Reading for Understanding*.

Dr. Strickland has written numerous publications regarding administration, early reading, and reading difficulties.

Maria N. Trejo, Ph.D., Administrator, Even Start Office/Child Development Division
California State Department of Education

Dr. Trejo's work includes overseeing the services of family literacy projects and providing technical assistance in curriculum, evaluation, implementation of laws, and state and federal budgets. She has directed teacher recruitment, training, and partnership programs with community colleges, universities, school districts and county offices of education. She has been involved in the development of state curriculum standards for both Preschoolers and Kindergarten to grade twelve. Her many assignments have included organizing professional development institutes for preschoolers to university staff, with special emphasis on linguistic and culturally diverse student and adult populations. She has a unique expertise with the development and organization of grant development and awards processes.

Dr. Trejo has also coordinated professional development trainings, presented at major conferences in various states and in other countries on the educational needs of immigrants and international students. She has arranged international events and exchanges for teachers and administrators.

Carol Vukelich, Ph.D., Director, Center for Teacher Education, University of Delaware

Dr. Vukelich joined the University of Delaware faculty in September 1972. A recipient of the University's Excellence in Teaching award, her teaching and research focus on children's literacy development and on pre-service teachers' reflection processes and strategies. She serves on several editorial boards, is a past-president of the Association for Childhood Education International and the Literacy Development for Young Children Special Interest Group, and is the author of more than seventy articles and co-author of three books and a literacy program for young children. In addition to her faculty appointment as Hammonds Professor of Teacher Education in CHEP's School of Education, since 1998 she has served as the founding director of the University's Delaware Center for Teacher Education (DCTE). She is a co-founder of the Delaware Writing Project and the Delaware Reading Project, which are professional development programs for teachers designed to build teachers' skills as teachers of other teachers. Supporting teachers' professional development has long been central to her work, and in 1995 the Delaware State Board of Education awarded her its Order of Excellence. Recently, the University awarded her the Ratledge Award for public service.

Jennifer Ballen-Riccards, Office of Planning, Education and Policy Development

Dr. Riccards is currently a Management and Program Analyst at the U.S. Department of Education, Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education. Dr. Riccards has an Ed.D. in Educational Leadership from the University of Pennsylvania, with dissertation work focused on the Washington, D.C. school voucher program. She also holds an M.A. in Education Policy Analysis and a B.A. in Psychology, both from Stanford University.

David Downey, Risk Management Services

Mr. Downey is a management analyst in the Office of the Secretary at the U.S. Department of Education. He is responsible for developing and conducting grant-related training tutorials for prospective grant applicants, grantees, members of Congress and their constituents as well as Federal and State personnel working with discretionary and formula grant programs.

Mr. Downey previously served as the Associate Director of Training and Development for the White House Office of Faith-Based and Community Initiatives during the Bush Administration. In this capacity he was the White House's primary trainer on grant-related topics. Since 2000, he has trained over 70,000 individuals on the principles of grant writing administration not including countless more via webcasts and conference calls.

Mr. Downey has been with the Department of Education since 1994, working in all facets of the grants process. He is a 1993 graduate of Transylvania University in Lexington, Kentucky, where he received a B.A. in History and a minor in Communications.

Rosemary Fennell, Early Childhood and Reading Group

Ms. Fennell is a Sr. Program Analyst with the U.S. Department of Education (USED), Office of Elementary and Secondary Education (OESE), Academic Improvement and Teacher Quality Programs (AITQ Programs), where she serves as the manager of the Early Childhood Educator Professional Development (ECEPD) Program, a discretionary grant initiative authorized under Title II, 2151(e) of the Elementary and Secondary Education Act of 1994, as amended by the No Child Left Behind Act of 2001. She also manages the 2009 Early Reading First program. Prior to her position with AITQ programs, she worked in the Office of Student Achievement and School Accountability Programs and in the Office for Civil Rights. Ms. Fennell has contributed to several education publications concerned with education and public engagement, including the Parental Involvement: Title I, Part A Non-regulatory Guidance; Parents and Schools As Partners (published in five languages); Preventing Youth Hate Crime: A Manual for Schools and Communities; Protecting Students From Harassment and Hate Crime: A Guide for Schools; and the Even Start 12-Month Parent-Child Activity Calendar (for use in Title I preschools and elementary schools). She received her M.Ed. from Howard University.

Jacqueline Jones, Sr. Advisor to the Secretary on Early Learning

U.S. Secretary of Education Arne Duncan named Jacqueline Jones as Senior Advisor to the Secretary for Early Learning. Dr. Jones is the former Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education, where she oversaw standards, curriculum and assessment for preschool through 3rd grade programs statewide.

Prior to joining the NJ Department of Education, Dr. Jones worked for 15 years in the Research Division at Educational Testing Service in Princeton, NJ. As a Senior Research Scientist and the Director of Early Childhood Research and Development, her work focused on the study of assessment in early childhood, specifically the development of classroom-based strategies to document young children's science and literacy learning. Dr. Jones has written in the area of early childhood assessment and is particularly interested in the development of effective early childhood assessment systems for school districts and states. Her work also explores the role of documentation and assessment in the ongoing professional development of early childhood educators.

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US Department of Education Staff

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Dr. Jones has given presentations across the country and has served on a number of national advisory committees including the National Head Start Research Advisory Committee, the Pew National Early Childhood Accountability Task Force and the National Research Council's Committee on Developmental Outcomes and Assessments for Young Children. She received a B.A. from Hunter College and M.A. and Ph.D. from Northwestern University.

Rebecca Marek, Early Childhood and Reading Group

Rebecca (Becky) Marek is an Education Program Specialist for the Early Childhood Reading Group in the Office of Elementary and Secondary Education at the U.S. Department of Education. Mrs. Marek has been at the Department for nearly 20 years and worked in the Office of the Secretary as a Special Assistant to the Senior Advisor to the Secretary of Education. Previously she worked in the Grants and Contracts office in the Office of the Chief Information Officer at the Department.

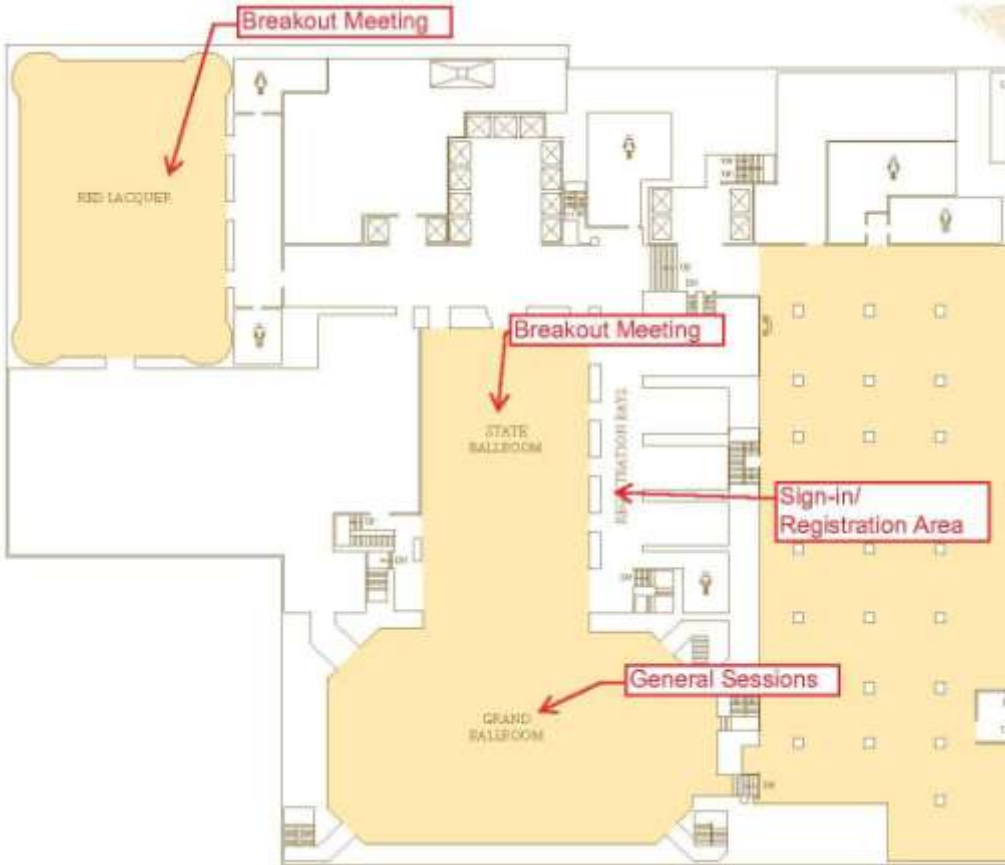
Amber Sheker, Early Childhood and Reading Group

Ms. Sheker is a Program Specialist for the Even Start Family Literacy Grant Program and Early Reading First Program with the Department of Education. Previous to working with the Department, Ms. Sheker worked with at-risk youth and their families for several years and served as a preschool teacher's assistant while completing a B.A. degree at Mount Holyoke College. She also served as an Early Learning Resource Coordinator for children with autism, and a Social Worker for adults with developmental disabilities. In addition to working with Early Reading First, Ms. Sheker manages the Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations, to help promote and support quality projects that provide integrated family literacy services to families most in need of supportive educational services.

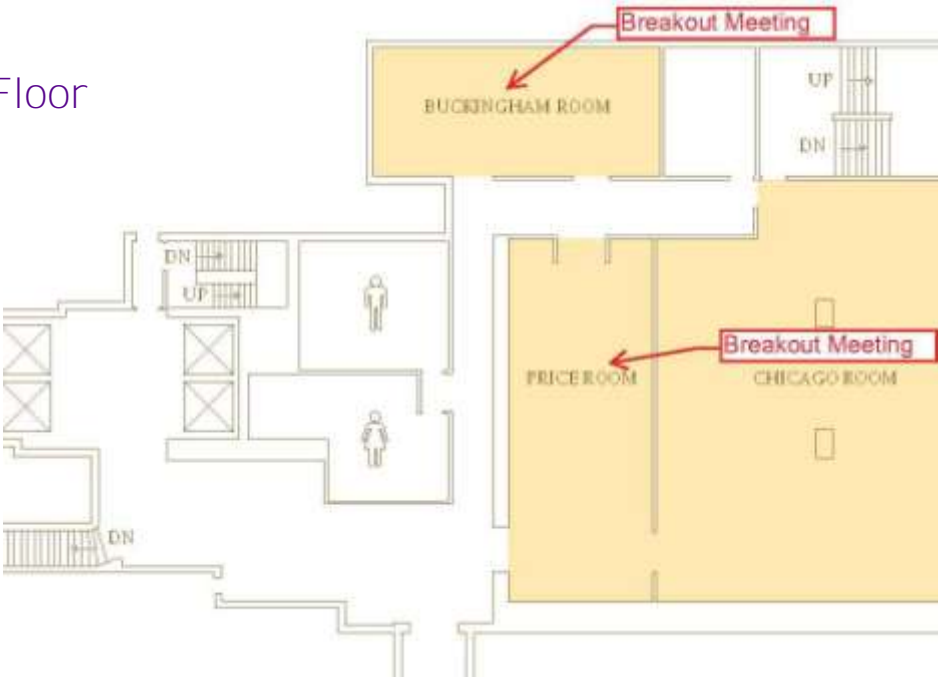
Deborah Spitz, Group Leader, Early Childhood and Reading Group

Deborah Spitz is the Group Leader for Early Childhood and Reading Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education. This group manages Reading First, Early Reading First, Early Childhood Educator Professional Development, State and Tribal Even Start, and most recently the Striving Readers Comprehensive Literacy Program. Prior to her current position, she was the Team Leader for the Reading First program and managed the Even Start state and tribal programs. She also served as a Budget Analyst for a variety of Department of Education programs, and participated in Department-wide initiatives on reading, educational technology, and after-school programs. In addition to working at the Department, she has served as a program manager and policy analyst for the District of Columbia Public Schools, the District of Columbia Public Charter School Board, and the DC Applesseed Center for Law and Justice. She received a law degree in 1996 from Stanford Law School.

4th Floor



5th Floor



Chicago Walking Map



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