

Committee on a New Vision for High Quality Pre-K Curriculum

Hybrid Public Information Gathering Session

August 30, 2022

Speaker Biographies

Doris Luft Baker, Ph.D., M.A., is an Associate Professor in the Department of Special Education and the Department of Curriculum and Instruction at the University of Texas at Austin. Her research focuses on developing and testing interventions and assessments designed to improve academic outcomes for English learners, and bilingual students, particularly students who speak Spanish as their native language. She is also interested in engaging families in the academic education of their children, and the use of technology to reduce academic inequities among underserved populations. Dr. Baker has been a Principal Investigator or Co-Principal Investigator on grants funded, among others, by the Institute of Education Sciences (IES), the National Science Foundation, the Knight Foundation, and the Oregon Child Development Coalition, an organization that supports thousands of migrant children attending Head Start. In 2019, she received an award from the AERA Technology, Instruction, Cognition, and Learning, a Fulbright fellowship to work in Chile, and the Kirk award for excellence in a research publication in *Learning Disabilities, Research and Practice*. Her work has been published in the *Journal of School Psychology*, *Exceptional Children*, *Review of Research in Education (RRE)*, *Bilingual Research Journal*, *International Journal of Bilingualism and Bilingual Education*, *Learning Disabilities: Research and Practice*, *Reading and Writing: An Interdisciplinary Journal*, and *School Psychology Review (SPR)*, among others. Dr. Luft Baker has provided workshops or conducted research in the US, and in Mexico, Argentina, Chile, Finland, Spain, Qatar, Korea, and Norway. She is fluent in English, Spanish, Portuguese, and semi-fluent in German.

Jennifer Grisham, Ed.D., is a Professor in the Interdisciplinary Early Childhood Education program at the University of Kentucky. Also, she is faculty director of the Early Childhood Laboratory School, an inclusive early childhood program for children from birth to 5 years of age. She teaches courses in assessment and instructional design/implementation. Dr. Grisham has been named a Teacher who Made a Difference on two separate occasions. Dr. Grisham has directed or co-directed numerous state and federal grants in the areas of personnel preparation, program evaluation, training and technical assistance, model development, and research. She has conducted research on the effectiveness of instructional procedures that are embedded into developmentally appropriate activities, the application of multi-tiered systems of support in early childhood settings, and coaching teachers and caregivers to implement evidence based instructional strategies with fidelity. Dr. Grisham is frequently asked to provide professional development to state departments of education, universities, and local education agencies on topics on which she conducts research throughout the country. Dr. Grisham is co-author of two books on blended practices in early childhood education (*Blended Practices in Early Childhood Education* (2017, 2005) and *Blended Assessment Practices in Early Childhood Education* (in press, 2011)). As well, she co-authored a book entitled *Reach for the Stars: Planning for the Future* (2013), which is used to support families of young children to plan for their children's future and articulate their priorities to educational team members. Dr. Grisham is President of the Early Intervention Management and Research Group, where she is part of a team of early intervention professionals from across the country who co-authored of the *Assessment, Evaluation, and Programming System* (2022), an early childhood assessment and curriculum that is used worldwide to support young children with and without disabilities. Dr. Grisham is co-founder of a children's home and preschool program in Guatemala City called Hope for Tomorrow, where she accompanies

Committee on a New Vision for High Quality Pre-K Curriculum

Hybrid Public Information Gathering Session Agenda

students for an education abroad program. As well, she works internationally in other locations to promote inclusion of young children with disabilities and collaborates with colleagues around the world on issues that support the development of early intervention services.

Jennifer Keys Adair, Ph.D., is Professor of Early Childhood Education and Director of Dynamic Innovation for Young Children (DIFYC) at The University of Texas at Austin. A trained cultural anthropologist and former preschool teacher, Dr. Adair works to understand the impact of racism and white supremacy on the early schooling experiences of young children. Dr. Adair is a former Young Scholars Fellow with the Foundation for Child Development, a major grant recipient of the Spencer Foundation to study civic action in preschool classrooms, and most recently a multi-year grant recipient from the Brady Foundation to culturally validate and test the *Markers of Agency* tool, a capacity-building, culturally flexible agency measurement tool rooted in 10 years of agency research, racial justice and children's capabilities. Dr. Adair is the author, along with co-author Dr. Kiyomi Sánchez-Suzuki Colegrove, of the book, *Segregation by Experience: Agency, Racism and Early Learning* (The University of Chicago Press, 2021) which won the 2021 Council on Anthropology and Education Outstanding Book Award and the 2021-2022 Book Study Award from the High Scope Educational Research Foundation. As an academic, Dr. Adair has published in numerous journals including *Harvard Educational Review*, *Teachers College Record*, *Race, Ethnicity and Education*, and *Young Children*. She teaches courses on qualitative research with young children, the impact of socio-political/cultural factors on development and a range of early childhood and research methods courses. Dr. Adair currently serves on several editorial and advisory boards, and lectures in multiple countries. Jennifer speaks to the public at venues such as SXSW, SXSWedu, and Blackademics about the relationships between agency, racism, parenting and technology, as well as through public media appearances on CBS, NBC, *Washington Post*, NPR, New America, Code Switch, *Huffington Post*, Edweek, and *The Conversation*.

Lisa Lopez, Ph.D., is Professor of Educational Psychology at University of South Florida. She earned her Ph.D. in Applied Developmental Psychology from the University of Miami and completed an NSF-funded post-doctoral fellowship in Language and Literacy at the Harvard Graduate School of Education. Her research agenda involves furthering our understanding of, and improving upon, the educational and environmental opportunities of Latino DLL children in the U.S. Her main research objective is to identify normative development of school readiness skills among Latino children, applying an ecological perspective to better understand this population. Her research has been funded by NIH, IES, and ACF, and published in journals focused on both education and developmental psychology. She is past-chair of the SRCD Latinx Caucus and co-organized SRCD Special Topics Meeting "Construction of the other: Development, consequences, and applied implications of prejudice and discrimination". She has won numerous awards for her scholarly and community work with the Latino DLL population. In 2020, she published her first book (with co-author Mariela Páez) which highlights effective research-based home and classroom practices for working with DLLs and provides practical strategies geared towards the implementation of culturally and linguistically responsive instruction within early childhood classrooms.

Patricia Lozano, M.A., is the Executive Director of Early Edge California. Prior to joining Early Edge California, Lozano served as a Senior Program Officer at the Bill & Melinda Gates Foundation and worked on their national early learning strategy. In California, Lozano has spearheaded projects at UCLA's Center for Improving Child Care Quality, First 5 LA, and the RAND Corporation, and developed research and

Committee on a New Vision for High Quality Pre-K Curriculum

Hybrid Public Information Gathering Session Agenda

evaluation projects to find evidence-based best practices for teachers to work with dual language learners. As a former teacher and associate director at a child development center, Patricia is passionate about supporting the needs of early childhood educators and improving quality for young children. She holds a Bachelor of Arts from Los Andes University in Colombia and a Masters in Psychology (M.A.), Child Development Concentration, from California State University, San Bernardino.

Lisa Luceno, M.A., is the Senior Director of Early Childhood Strategy at Briya/Mary's Center; a two-generation charter school with wraparound services in Washington, DC. Lisa has been at Briya for more than fifteen years and served in a variety of roles including teaching Pre-K children, adults, child development classes, and various administrative capacities. She enjoys the vital and unique opportunity to work at the intersection of early childhood and multicultural adult education with a focus on progressive play-based education for dual language learners and immigrant families. Over the past two decades she has been an adult learning facilitator and coach locally and nationally with a focus on dual language settings. Lisa is bilingual in English and Spanish and holds an M.A. in International Training and Education from the American University.

Melody Redbird-Post, Ph.D., is the Project Director for the Tribal Child Care Capacity Building Center, a service of the Office of Child Care, through Miami Environmental and Energy Solutions, a tribally-owned small business. She conducts research on the development and implementation of Native language immersion curricula, in partnership with several tribal communities.

Susan Sandall, Ph.D., is Professor Emeritus at the University of Washington, College of Education. Her scholarly interests are young children with disabilities in inclusive settings, the changing roles of teachers of young children with disabilities, and effective approaches to professional development and knowledge utilization for the early childhood workforce. Now affiliated with the EarlyEdU Alliance at the University of Washington, Dr. Sandall was the PI for the National Center on Quality Teaching and Learning and co-PI for the Head Start Center for Inclusion, both funded by the Office of Head Start. She was a longtime member of the DEC Recommended Practices Commission. She is the lead author of *Building Blocks for Teaching Preschoolers with Special Needs*, a framework for effective teaching practices for early childhood.

Megan Vinh, Ph.D., is a Senior Technical Assistance Specialist and member of the leadership team for the Trohanis Technical Assistance (TA) Projects at Frank Porter Graham Child Development Institute at The University of North Carolina at Chapel Hill. Dr. Vinh currently serves as the PI of the STEM Innovation for Inclusion in Early Education (STEMIE) Center, and the Co-PI of the Early Childhood Technical Assistance (ECTA) Center. She provides leadership, technical assistance, and evaluation support around improving state early intervention and early childhood special education service systems, increasing the implementation of effective practices, and enhancing outcomes of these programs for young children and their families. She also works to ensure young children with disabilities participate in and benefit from high-quality STEM teaching and learning. She specializes in program evaluation and systems change around access and equity issues, including reducing early care and education suspensions and expulsions and increasing high-quality inclusive opportunities. She also served on the Division for Early Childhood (DEC)

Committee on a New Vision for High Quality Pre-K Curriculum

Hybrid Public Information Gathering Session Agenda

Executive Board within the presidential line. Dr. Vinh co-authored the books *First Steps to Preschool Inclusion: How to Jumpstart Your Programwide Plan* and *Growing Together: Developing and Sustaining a Community of Practice in Early Childhood*.