

Texas Pre-K Guidelines Revision Summit

Biographies



Elsa Cárdenas-Hagan, Ph.D.

Director
Speech Language Pathologist
Valley Speech Language and Learning Center
Brownsville, TX

Elsa Cárdenas-Hagan, is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She holds a doctorate degree in Curriculum and Instruction. She is the Director of Valley Speech Language and Learning Center in Brownsville, Texas and works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Dr. Cárdenas Hagan is the author of *Esperanza* (HOPE): a Spanish language program. Her research interests include the development of early reading assessments for Spanish speaking students in addition to the development of reading interventions for bilingual students. She was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Science, examining the oracy and literacy development in English and Spanish of Spanish speaking children. She has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.



Anne E. Cunningham, Ph.D.

Associate Professor
University of California, Berkeley
Cognition and Development

Anne Cunningham serves as the University of California, Berkeley Director of the Joint Doctoral Program in Special Education. Known for her research in literacy development, she is the principal investigator on the project Teachers' Disciplinary Knowledge of Reading and Its Relation to K-3 Pedagogy and Student Achievement, funded by the National Science Foundation. She is also a principal investigator of A Longitudinal Study of Preschool Literacy in High Poverty Schools, funded by the Institute of Educational Studies. Her research focuses on cognitive development and instruction across the life span. She studies the interplay of context, instruction, and disability in reading acquisition and development. She also investigates the cognitive consequences of literacy or how literacy shapes cognition among adolescents and adults. Recent publications include "Vocabulary Growth through Independent Reading Aloud to Children," in

E. Herbert et al. (Eds.) Bringing Scientific Research to Practice: Vocabulary (2005); "The Value of Reading Volume and Engagement in Young Children," in Encyclopedia of Education (2003); "Orthographic Learning During Reading: Examining the Role of Self Teaching," in Journal of Experimental Child Psychology (with K. Stanovich et al., 2002); "Content Knowledge of Teachers of Beginning Reading," in Annals of Dyslexia (with D. McCutchen, 2002); and "Reading Matters: How Reading Engagement Influences Cognition," in The Handbook of Language Arts (2002). Dr. Cunningham received her Ph.D. in Developmental Psychology from the University of Michigan. She has served as an elected board member of the Society for the Scientific Study of Reading, and AERA's Division C-Learning and Instruction. She is a member of the editorial boards of the Journal of Educational Psychology, Reading and Writing: An Interdisciplinary Journal, The Reading Teacher, and The California Reader. She has served on national expert panels for several literacy initiatives including the Reading Excellence Act, Reading First, and the National Early Literacy Panel.



Celene E. Domitrovich, Ph.D.

Assistant Director
Penn State University
Prevention Research Center for the promotion of Human
Development

Celene E. Domitrovich is the Assistant Director of the Prevention Research Center for the promotion of Human Development at Penn State University. Dr. Domitrovich is interested in the development of social and emotional competence in young children and how these skills are related to success in school. In 1999, she collaborated with the original authors of the Promoting Alternative Thinking Strategies (PATHS) Curriculum to create a preschool version of the universal intervention and has conducted two randomized clinical trials evaluating its effectiveness. Dr. Domitrovich has published her research in several peer reviewed journals and has co-authored two federal reports on the prevention of mental disorders in school-aged children and the importance of implementation quality for evidence-based programs. She is a board member of the Society for Prevention Research.



Steven A. Hecht, Ph.D.

Associate Professor
University of Texas - Houston
Center for Academic and Reading Skills (CARS)

Steven A. Hecht is an Associate Professor in the Center for Academic and Reading Skills (CARS). Dr. Hecht's is a cognitive psychologist, with particular expertise in the scientific study of children's academic learning.

Dr. Hecht has published numerous scientific articles focusing on individual differences in reading and math skills. He has presented at a number of conferences and conventions across the nation, including the Society for Research in Child Development, American Psychological Association, and the Psychonomic Society. Dr. Hecht is currently on the editorial review board for both the Journal of Learning Disabilities, and the Journal of Experimental Child Psychology. Prior to joining CLI, he was an Associate Professor at the Department of Psychology at Florida Atlantic University.



Mary Hobbs, Ph.D.

Project Coordinator
The University of Texas at Austin
Center for Science and Mathematics Education
Texas Regional Collaboratives

Mary Hobbs is the Coordinator for Science Initiatives for the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching at the University of Texas Austin. Her research interests include inquiry based learning and instruction, curriculum design, and teacher empowerment. Dr. Hobbs is Co-PI on a current National Science Foundation Teacher Professional Continuum project investigating Teacher Empowerment. She has recently been actively involved in the development of professional development programs for early childhood science. She is a published author of teacher resources on assessment and curriculum. Dr. Hobbs earned a bachelor's degree in Vocational Home Economics Education from Abilene Christian University, a master's degree in Curriculum and Instruction from the University of Texas at San Antonio, and a Ph.D. in Curriculum and Instruction from Texas Tech University. She has over twenty years experience as a classroom teacher at all grade levels, Pre-K through high school, but she spent most of her teaching career as a middle school science teacher. She served as Science Specialist for Region 17 Education Service Center in Lubbock, Texas, and as Director of Science for Spring Branch Independent School District in Houston. Dr. Hobbs is a past president of the Texas Science Education Leadership Association (TSELA) and has numerous contacts among teachers, science supervisors, and school administrators statewide.



Laura Justice, Ph.D.

Professor
Ohio State University
School of Teaching and Learning

Laura Justice is a clinical speech-language pathologist and applied researcher in early childhood language and literacy development, communication disorders, and educational

interventions. Dr. Justice is Professor in the School of Teaching and Learning at The Ohio State University, is Editor of the *American Journal of Speech-Language Pathology*, and is Founding Editor of *Evidence-Based Practice Briefs*. Dr. Justice's research activities have received grant support from the American Speech-Language-Hearing Foundation, the International Reading Association, the National Institutes of Health, and the U. S. Department of Education's Institute of Education Sciences. She has received such awards and honors for her work as the Editor's Award for the *American Journal of Speech-Language Pathology*, the Early Career Publication Award from the Council for Exceptional Children's Division for Research, the Presidential Early Career Award in Science and Engineering from President G. W. Bush, and a Fulbright Scholar Award. Justice has published nearly 100 articles, chapters, and reports on early education and language/literacy intervention and has authored or edited seven books, including *Scaffolding with Storybooks*, *Shared Storybook Reading*, *Clinical Approaches to Emergent Literacy Intervention*, and *Language Development from Theory to Practice*.



Alice Klein, Ph.D.

Research Psychologist
University of California, Berkeley
Institute of Human Development

Alice Klein is a research psychologist in the Institute of Human Development at the University of California, Berkeley. Dr. Klein's research focuses on socioeconomic and cultural influences on young children's mathematical thinking, and how early mathematical development impacts children's readiness for school mathematics. She co-authored (with P. Starkey) an early childhood math curriculum, *Pre-K Mathematics*, which has been rated as showing positive effects by the What Works Clearinghouse. Her current research involves the development and evaluation of large-scale math interventions for children at-risk for mathematics achievement in school. Her research has been funded by the U.S. Department of Education, the National Institute of Child Health and Human Development, the National Science Foundation, and the Administration for Children and Families. Dr. Klein has published numerous articles on early mathematical development and education, and she has served as an expert panelist on Pre-K Standards for the states of California and Florida.



Elizabeth Peña, Ph.D.

Professor
University of Texas at Austin
Communication Sciences and Disorders

Elizabeth Peña is a Professor at the University of Texas at Austin in Communication Sciences and Disorders. Her area of research focuses on language impairment in children from diverse linguistic backgrounds. Specifically, she is

interested in how children from diverse linguistic backgrounds learn new language skills and how they express their knowledge across two languages. Her current research focuses on similarities among typical monolingual and bilingual children as well as differences between typical and impaired bilingual or monolingual children. These descriptions provide insight about the nature of the language breakdowns in children with language impairment, and the mechanisms of language learning. Based on these descriptions she is working on development of measures and procedures that will improve testing practices for young bilingual children.



Sara E. Rimm-Kaufman, Ph.D.

Associate Professor
University of Virginia
Education

Sara E. Rimm-Kaufman is an Associate Professor of Education at the University of Virginia. She directs the University of Virginia Social Development Laboratory in which she conducts research on children's transition to kindergarten, social and emotional learning, and the contribution of classroom processes on children's learning and development. Author of more than 35 articles, Rimm-Kaufman views schools and classrooms as a critical context for children's development. Further, Rimm-Kaufman is the Associate Director of the Doctoral Training Program in Risk and Prevention in Education Science.



Kathleen A. Roskos, Ph.D.

Professor and Chair
John Carroll University, Cleveland, Ohio
The Department of Education

Kathleen Roskos teaches courses in reading instruction and reading diagnosis at John Carroll University. Her areas of research include early literacy development, teacher cognition and the design of professional education for teachers. She has published research articles, chapters and books on these topics. She is the past president of the Literacy Development for Young Children SIG of IRA. She presents and consults extensively in local schools in areas of literacy curriculum development, reading assessment, and teacher development. Formerly an elementary classroom teacher, Dr. Roskos has served in a variety of educational administration roles, including director of federal programs in the public schools and department chair in higher education. She completed two years of public service as the Director of the Ohio Literacy Initiative at the Ohio Department of Education, providing leadership in P-12 literacy policy and programs.



Prentice Starkey, Ph.D.

Professor
University of California, Berkeley
Human Development

Prentice Starkey is a professor of human development and education at the University of California, Berkeley. He received his doctorate in developmental psychology from the University of Texas at Austin and was a postdoctoral scholar at the University of Pennsylvania and the Medical Research Council's Cognitive Development Unit in London. Dr. Starkey has studied children's early mathematical development for more than 20 years and published in *Science* the first paper on the origins of numerical knowledge in infants. His recent research focuses on socioeconomic and cultural influences on early mathematical development and education. Dr. Starkey has consulted on math readiness goals and guidelines for state education departments and co-authored (with H. Ginsburg and A. Klein) a review of research on mathematical development for the *Handbook of Child Psychology*. He co-authored (with A. Klein) a curriculum, *Pre-K Mathematics*, published by Scott Foresman-Addison Wesley, which has been rated as effective by the What Works Clearinghouse. He is Principal Investigator (with A. Klein) on research projects investigating the effectiveness of early childhood mathematics curricula, which have been funded by the Institute of Education Sciences, the National Institutes of Health, and the National Science Foundation, and has served as a grant reviewer for the Head Start Bureau, the National Institute of Child Health and Human Development, the National Science Foundation, and the U.S. Department of Education. He was a member of the Department of Health and Human Services Secretary's Advisory Committee on Head Start, and is currently a board member of the Society for Research on Educational Effectiveness.