

Transitional Kindergarten Implementation Conference Speaker Biographies

Keynote Speakers

Camille Maben, Executive Director, First 5 California

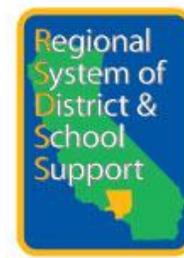
Since December 2012, Ms. Maben has been responsible for staffing the California Children and Families Commission in addition to directing the work of First 5 California and its staff. Through her leadership, First 5 California is implementing several evidence-based and results-driven Signature Programs targeted to children, parents and teachers that focus on quality. Prior to her appointment at First 5 California, Ms. Maben served as the division director of the California Department of Education (CDE) Child Development Division. Part of her responsibilities in that role included providing leadership and oversight to more than 700 early care and education contractors with a \$1.7 billion dollar budget. She most recently served as co-chair of the State Advisory Council on Early Learning and Care, and also helped win and implement the \$52.6 million federal Race-to-the-Top Early Learning Challenge Grant. She was previously appointed by the governor to serve as chief of staff for the Office of the Secretary of Education. She worked closely with the secretary on the coordination and development of the governor's education policy agenda. Ms. Maben currently serves as a school board member for the Rocklin Unified School District. She has served on the Rocklin Board for more than 20 years.

Chris Steinhauser, Superintendent of Schools, Long Beach Unified School District

Superintendent Steinhauser has served as superintendent of Long Beach Unified School District since 2002. With more than 30 years of experience in Long Beach's diverse school system, he has earned a national reputation for improving student achievement and closing achievement gaps. Beginning as a successful teacher at an inner city elementary school in Long Beach, he went on to attain high student achievement as a school principal. He became deputy superintendent in 1999 before his unanimous appointment as superintendent in 2002. He is a product of the Long Beach Unified School District, and went on to attend Long Beach City College and California State University, Long Beach, earning multiple-subject and administrative services credentials and a master's degree in educational administration.

Ross Thompson, Distinguished Professor, Department of Psychology, UC Davis

Dr. Thompson's work focuses on early personality and social-emotional development in the context of close relationships, an interest that contributes to the cross-disciplinary field of developmental relational science. His research explores the influence of relational processes on emotional growth, conscience development, emotion regulation and self-understanding. He has also worked on the applications of developmental relational science to public policy problems concerning children and families, such as school readiness and its development, early childhood mental health policy and research ethics. Dr. Thompson has served twice as associate editor of *Child Development*, was a senior NIMH fellow in law and psychology at Stanford University in



1989-90 and served on the Committee on Integrating the Science of Early Childhood Development of the National Academy of Sciences (1998-2000). He received the Ann Brown Award for Excellence in Developmental Research in 2007. He has received the Boyd McCandless Award from the American Psychological Association, and the Outstanding Research and Creative Activity Award from the University of Nebraska, where he was also a member of the Academy of Distinguished Teachers.

Preschool California and Los Angeles County Office of Education

Catherine Atkin, President, Preschool California

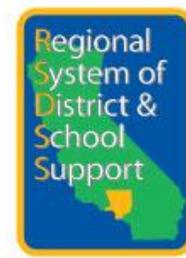
Ms. Atkin leads Preschool California's day-to-day work and collaborates closely with senior staff on strategy. She is an attorney with legal and policy expertise in the area of early care and education and more than a decade of professional legislative and policy experience. Prior to joining Preschool California, she was the principal of a consulting firm specializing in early education research and analysis, a directing attorney at Public Counsel Law Center in Los Angeles and minority subcommittee counsel for the Banking and Financial Services Committee of the United States House of Representatives. She holds a bachelor's degree from Stanford, a law degree from UC Berkeley's Boalt Hall and a master's degree in urban planning from UCLA.

Yolanda Benitez, Assistant Superintendent of Educational Services, Los Angeles County Office of Education

Ms. Benitez was named assistant superintendent of Educational Services in April 2012. She previously served as LACOE's director of Parent and Community Services and the Williams Legislation Implementation Project. Ms. Benitez has an extensive background in education, having been a high school teacher, elementary principal, special education principal, director of special projects, assistant superintendent and superintendent (a position she held for eight years). Early in her career, she also served as curriculum coordinator for the Riverside County Office of Education.

Robert Mata, Project Director for RSDSS, Region XI, Los Angeles County Office of Education

Mr. Mata is the Project Director for the Regional System of District and School Support (RSDSS), Region XI, at the Los Angeles County Office of Education. Mr. Mata is completing his 37th year in the education profession having started as a teacher on the Jicarilla Indian Reservation in New Mexico. Since that time, he has served as a Head Start teacher, BL instructor and principal for Migrant Education programs in Colorado, Federal Programs director, staff development consultant for a Migrant Education Resource Center in Colorado, assistant principal, elementary principal, college campus director, associate director for Human Resources, director of Assessment/Equity/Records Services, and Superintendent of Schools. He received his bachelor's, master's, and Educational Specialist (Ed.S) degrees from the University of Colorado at Boulder majoring in education, curriculum, administration, and supervision with an emphasis in bilingual/multicultural education.



Ernesto Saldaña, State Field Director, Preschool California

At Preschool California, Mr. Saldaña develops and executes geopolitical advocacy strategies promoting working to ensure all children have the early experiences necessary to be successful learners, setting them on a path to college and career readiness. Previously, he served as executive director for Public Allies Los Angeles, where he worked to develop the next generation of non-profit leaders of color through a social justice framework. Mr. Saldaña has also worked with the National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund. From local school board members to presidential appointees, he trained the nation's top Latina/o leaders. He has more than 18 years of experience in multi-racial and diversity human relations and coalition-building and leadership development in Los Angeles. He earned his bachelor's degree in political science from California State University, Fullerton after transferring from Santa Ana College. He then went on to earn his juris doctorate from Whittier College School of Law.

Teacher Institute

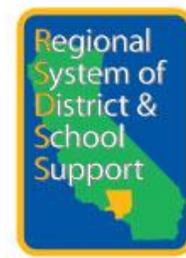
Elizabeth Magruder, Early Childhood Education Consultant

Ms. Magruder joined LAUSD's Early Childhood Education staff in January 2010 as a research and program development and support teacher for the initial implementation of transitional kindergarten. With more than 20 years in education and expertise in curriculum development, dual language learning and data-driven, long-term strategic planning, Ms. Magruder currently consults on early childhood programs and projects across the state.

Principal Institute

Veronica Azizi, TK Teacher, Stanley Mosk Elementary

Ms. Azizi has been a teacher for the past 15 years, working with young children primarily in kindergarten and 1st grade. She has strived to create fun and nurturing learning environments in which her students were given the opportunity to explore, discover and learn new talents through art, song and games. She received her bachelor's degree from California State University, Northridge in biology in 1997 and later completed her BCLAD teaching credential in 1999 at Northridge. Her tremendous passion for teaching prompted her pursuit of her Master of Arts degree in Educational Technology from Pepperdine University in 2008. Her high academic achievements earned her an honorary mention upon graduating. Her thesis, "Parent Involvement and its Impact on Academic Success," helped inspire her motivation to get parents involved in their child's learning process. She is currently a TK teacher at Stanley Mosk Elementary School. Her enthusiasm for teaching is evident since she believes all children can be successful as long as they have an early start with lots of care, attention and love.



Barbara Friedrich, Principal, Stanley Mosk Elementary

Ms. Friedrich has been an educator since 1975. She began her career in the inner city and has always been an advocate for at-risk students. In 2000 she left the classroom to become a literacy coach. She began her administrative career as the assistant principal at Beckford Elementary School, where she later became principal. During her tenure, she brought the school from an 847 API to a high of 911 and helped Beckford to become a California Distinguished School and a runner-up for the Music Center Bravo Award. Ms. Friedrich's knowledge of gifted education has served her well in her current position as principal of Stanley Mosk Elementary. In collaboration with her staff, Ms. Friedrich has created a professional learning community where all stakeholders play a valuable role in the education of all students. She has been named Principal of the Year by the Chatsworth Chamber of Commerce and ACSA, Region XVI. In 2011, her staff voted her the number one principal in LAUSD.

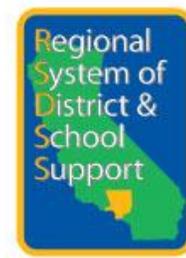
Team Institute

Jill Baker, Assistant Superintendent, Elementary & K-8 Schools/Chief Academic Officer, Long Beach Unified School District

Dr. Baker provides leadership, supervision and support to the district's 54 elementary and K-8 schools and supports the K-12 system of principals in the implementation of Common Core State Standards. Her daily work is focused on supporting principals in their efforts to build strong academic programs for all students, supporting schools in their implementation of school based intervention systems and supporting principals in using an appreciative leadership approach that optimizes staff performance. Prior to this position, Dr. Baker led the creation and initial launch of a K-12 Leadership Development Program and served as interim support to the Office of Research, Testing and Evaluation after serving as a School Principal and Teacher. Her current efforts are aimed at developing collaborative systems within the organization that address a pre-k-12 system of excellence and working to build additional bridges between the district's esteemed pre-school programs and the elementary years programs. She earned her doctorate in Educational Leadership at University of Southern California in 2004, M.A. in School Administration at CSULB in 1998 and her B.S. in Sociology at UC Irvine in 1991.

Teresa Cooper, Elementary English Language Arts and Math Coach, Long Beach Unified School District

Ms. Cooper has been with the Long Beach Unified School District for more than 21 years. She has worked as a teacher, academic coach, content expert and professional development trainer in the elementary grades for more than 25 years in California and Kentucky. Her passion and focus has been centered on the education of 3- to 7-year-old children. As a district literacy coach, Ms. Cooper observed the classrooms used by Gay Su Pinnell during the infancy stages of the Literacy Project at Ohio State University. Upon returning to Long Beach, she implemented and trained other teachers in phonemic awareness strategies including the name game and interactive writing. Her classroom was used as a demonstration and model classroom for other teachers to visit. Ms. Cooper has also been visited by representatives from the Policy and Practice Studies in



Education from Michigan State University and was filmed by Learning in Motion. Ms. Cooper has been a presenter at national conferences, including the National Early Education Task Force of the National Association of State Boards of Education (NASBE) in Atlanta, the Early Childhood Seminar in Jeckle Island and the Kentucky Head Start Association (KHSA) State Conference in Louisville. She continues her work writing curriculum and assessment for literacy and math as well as training teachers at the district-held monthly support meetings.

Kris Damon, Transitional Kindergarten Coach, Long Beach Unified School District.

Ms. Damon is a transitional kindergarten coach for Long Beach Unified School District. After 15 years, her teaching career hit a high note when she focused her energies on her district's youngest kindergartners. She developed an original pilot program called Preppy Kindergarten, which gave identified kindergartners the "gift of time." Anyone who visited Ms. Damon's classroom could readily experience the confidence and joy in learning that these youngest kindergartners exhibited every school day. Currently, she provides coaching, support and training to transitional kindergarten classrooms and kindergarten classrooms with a cluster of TK students.

Nancy Hayashida, Elementary Math Coach, Long Beach Unified School District

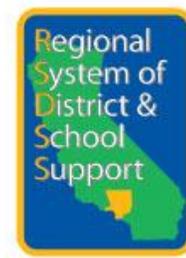
Ms. Hayashida has worked for the Long Beach Unified School District for more than 25 years. She was a classroom teacher for 20 years in the primary grades. Ms. Hayashida accepted a position with Special Projects as an academic coach in literacy for kindergarten and 1st grade. She is currently assigned to the Office of Curriculum, Instruction and Professional Development where she supports transitional kindergarten, kindergarten and 1st grade teachers in literacy and math as well as writing curriculum, district assessments and providing professional development. Ms. Hayashida represents the district as a current member of the Early Childhood Education Committee. The organization is a collaborative, multi-agency organization advocating for the welfare of young children in Long Beach.

Nicole Jackson, K-5 Literacy Coach, Long Beach Unified School District

Ms. Jackson currently serves as a K-5 Literacy Coach for Long Beach Unified School District. Previously, she was a part-time transitional kindergarten coach and a part-time early reading first coach for participating child development centers in Long Beach. Ms. Jackson taught kindergarten for 17 years. She earned a Bachelor of Science in Child Development and a Masters of Arts in Early Childhood Education. She has a National Board Certification as an Early Childhood Generalist. She has a true passion for teaching and being in classrooms with young children.

Yvette Streeter, Program Administrator, Elementary & K-8 Office, Long Beach Unified School District

Ms. Streeter has been an educator for 25 years, with experience as a teacher, elementary principal, new principal coach and transitional kindergarten program administrator. During the five years of her leadership at Jane Addams, Ms. Streeter led her school in making significant academic gains. With a focus on continuous improvement, she utilized staff input to provide



differentiated professional development, utilized data to select teacher leaders to share “best practice” strategies and cultivated an environment of collaboration and making teaching a public act. The leadership she provided in early literacy in kindergarten and 1st grade helped to build a program that is cohesive and exemplifies a balanced literacy program. Ms. Streeter currently oversees the Transitional Kindergarten Program and provides leadership for two coaches and 35 teachers. As an early implementer of transitional kindergarten, Long Beach has been involved with sharing and supporting other districts’ implementation.

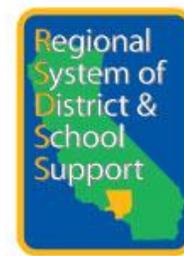
Using Formative Assessment to Differentiate Instruction

Karen Hayashi, Education Consultant

Ms. Hayashi is a retired educator who taught preschool in Marysville and then special education in Elk Grove for many years. She then became a special education program specialist and served as both vice principal and principal. She returned to the classroom for a year to revisit the challenges of classroom teaching. She then worked at the district level in a variety of positions, including reading specialist coordinator, instructional coach and language arts administrator. Ms. Hayashi served on the English/Language Arts Content Review Panel for the California Standards Test (STAR) for many years and as an adjunct instructor in teacher education. After her retirement, Ms. Hayashi served as a content expert for the California Common Core Standards Review Panel. She remains active by volunteering several days a week at a Title I school and by consulting with both public and private schools.

Lisa Kaufman, Director, Early Learning Services Department, Santa Clara County Office of Education

Dr. Kaufman is the director of the Early Learning Services Department at the Santa Clara County Office of Education (SCCOE). She is responsible for leading Head Start, State Preschool, the Inclusion Collaborative, the California Preschool Instructional Network and Local Planning Council efforts as well as a variety of early learning initiatives, including the Santa Clara County Early Learning Master Plan, Educare of California at Silicon Valley and statewide and local strategic planning and implementation efforts for transitional kindergarten. Prior to joining SCCOE, Dr. Kaufman served as the chief of Early Childhood Education at San Francisco Unified School District, where she was responsible for the district’s initial pre-k-3rd strategic planning efforts and led the city’s largest early learning program. She previously led Early Advantage, a collaborative effort of the Los Angeles County Office of Education and the Los Angeles County Education Foundation that served more than 30,000 children, families and early childhood and elementary educators annually. Dr. Kaufman received her Ph.D. and A.M. in Developmental Psychology from the University of Illinois at Urbana-Champaign and her B.A. from the University of California, Los Angeles.



English Language Development

Christie M. Baird, Preschool GLAD Director, Orange County Department of Education

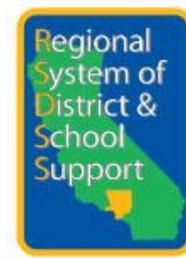
Ms. Baird has been in education for 24 years. During this time, she has been an elementary teacher, an assistant principal and School Readiness coordinator and Family Literacy program director in the Buena Park School District. She has worked with state agencies, local partners and a variety of funders to build high-quality programs to ensure children have opportunities for school success and parents understand their role as their child's first and most important teacher. Currently, she is employed by the Orange County Department of Education in Instructional Services. She is an Early Intervention for School Success (EISS) coordinator and the director of the Preschool Guided Language Acquisition Design (GLAD) program. She works statewide with preschool through 2nd grade teachers, providing professional development and support in applying best practices to increase student achievement. Additionally, she coordinates state training networks for EISS and Preschool GLAD. Her research interests include early literacy development and teacher efficacy.

Diane Ehrle, Early Childhood Education Coordinator, Orange County Department of Education

Ms. Ehrle has been an educator in California for close to 20 years. In addition to her experience as a K through 4th grade teacher, she has served as a district reading specialist, district intervention coordinator, director of a countywide literacy campaign, county Language Arts and English language development coordinator and a statewide Language Arts and ELD professional development facilitator. She has presented at both the California Kindergarten Conference and California Reading Association Conference on bringing language instruction to life in the kindergarten/1st grade classroom. She has developed and led pre-k through 12th grade interactive workshops on effective strategies across the curriculum to teach English learners. Over the past two years, she has focused on district-wide implementation of the California Common Core State Standards and engaging teachers in viewing the California Common Core State Standards through the lens of the English learner. She is currently employed with the Orange County Department of Education as an early childhood education coordinator.

Cathy Wietstock, Administrator of Instruction Services, Orange County Department of Education

Dr. Wietstock works with programs and services that support students from preschool through college (P-16). Some of her professional assignments and activities include District Assistance and Intervention Team (DAIT); director for Early Intervention for School Success (EISS); executive board member, Latino Education Attainment, Orange County Business Council; Preschool English Learner Guide state trainer; and board member for CREER: Comunidad y Familia. Dr. Wietstock has been a professional educator for more than 29 years and has taught at both K-12 and college levels. She is a National Board Certified Teacher, Early Childhood Generalist. She received her doctorate in educational leadership at California State University, Fullerton in 2010.



English Language Arts and Oral Language Development in TK Classroom

Barbara Blakley, Early Childhood Consultant, California State Department of Education

Ms. Blakley has extensive experience working with young children. Her expertise is in the field of preschool, transitional kindergarten and kindergarten program development. Ms. Blakley enjoys supporting teachers in their efforts to build high-quality programs for their students. She encourages teachers to examine "best practices" in planning and strategies that apply developmentally appropriate practice to address the needs of the whole child. She is a National Board Certified Teacher, has her M.A. in Early Childhood Education and has instructed Early Childhood classes for UCLA Extension, Loyola Marymount University and community colleges. She served as director of the Santa Monica Unified School District's child care programs. She is currently working with the California State Department of Education to create a transitional kindergarten information handbook and is an early childhood consultant.

Whitcomb Hayslip, Early Childhood Education Consultant

Mr. Hayslip has worked in the field of early childhood education for more than 40 years. He is currently serving as an independent consultant on various projects throughout California, including transitional kindergarten and birth to 3rd grade initiatives. In 2010, Mr. Hayslip retired from his position as assistant superintendent for Los Angeles Unified School District, Early Childhood Education, where he was responsible for programs serving more than 35,000 children between birth and 8 years of age. During his career, he has worked as district director of Early Childhood Special Education as well as a teacher of infants and toddlers, preschoolers and kindergarten-age children. He has also participated in numerous local, state and federal advisory groups related to early childhood education.

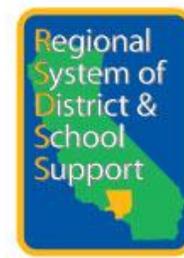
Mathematics in the TK Classroom

Kim Bambao, STEM Early Learning Coordinator, San Mateo County Office of Education

Ms. Bambao supports pre-K-3rd grade teachers in San Mateo County by providing professional development in early mathematics education. Prior to this position, she spent 17 years working as an elementary teacher, new-teacher mentor, middle-school mathematics coach and lead instructional coach. Her work as a 1st grade teacher developed her passion for the teaching and learning of mathematics and science. Her work as a middle school mathematics instructional coach gave her a broader view of students' mathematics progressions across grades.

Linda Platas, Program Officer in Early Math, Heising-Simons Foundation

Dr. Platas holds a Ph.D. in Education and an undergraduate degree in child and adolescent development. Her primary areas of research are early mathematical development and teacher beliefs. Her experience includes 14 years working directly with children and families as a teacher and director of an early childhood program; research on preschool math interventions and teacher professional development in early language, literacy, and mathematics; and the



development of elementary school math curricula in the US and internationally. Dr. Platas serves on the expert panel that developed the Early Grades Math Assessment (EGMA), which is currently being used by the World Bank and USAID in multiple developing countries. She teaches in the Graduate School of Education at UC Berkeley and is a program officer in early mathematics at the Heising-Simons Foundation.

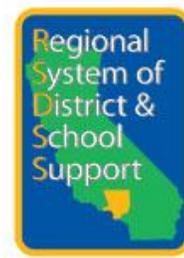
Building TK Connections in Pre-K and Early Elementary

Jessica Mihaly, Initiative Officer for PreK-3rd Grade Alignment, Silicon Valley Community Foundation

Ms. Mihaly serves as initiative officer for Pre-K-3rd Grade Alignment for Silicon Valley Community Foundation's Bridges to Success initiative. In this role, Ms. Mihaly works with seven school district-community teams to improve the transition for students between early childhood education and early elementary school and to increase alignment of curriculum, standards and approaches to teaching. Prior to joining the community foundation, Ms. Mihaly served as a senior program associate with WestEd's E3 Institute: Advancing Excellence in Early Education in Santa Clara County and as the Preschool for All and School Readiness coordinator for First 5 San Mateo County. She was founding director of the San Francisco Early Childhood Professional Development Initiative and the Early Childhood Professional Development and Education Collaborative. Ms. Mihaly has also been an adjunct faculty member in the child development departments at Cañada College, Skyline College and City College of San Francisco. She holds a master's degree in early childhood education and a multiple subjects teaching credential from Mills College in Oakland.

Mary Seaton, Educational Consultant, New Vistas Consulting

Ms. Seaton is an educational consultant in private practice with a primary focus on supporting school districts working to create a pre-k-3rd continuum approach to early learning. Her professional experience spans the continuum, having worked at the state and district levels of K-12, and having held program and administration roles in Head Start and state funded and community based pre-k programs. Most recently, Ms. Seaton served as the first director of early learning for Seattle Public Schools, where she managed pre-k-3rd grade services and co-led collaborative planning processes bridging city and district early learning efforts that resulted in a nationally recognized Seattle Pre-K-3rd Action Plan. Prior to that, she was the first director of early learning for the Office of the State Superintendent of Public Instruction, where she managed state funding of full-day kindergarten and played an integral role representing the office in developing a Joint Resolution Partnership and accountability plan between the Office of Public Instruction, Washington State Department of Early Learning and Thrive By Five Washington. Ms. Seaton holds a master's degree in human development from Pacific Oaks College with a specialization in leadership and supervision.



Coaching and Supervising Effective TK Instruction

Shirley Esau, Principal, Kingsburg Elementary Charter School District

Shirley Esau has been in the field of education for 24 years in California. She has been a classroom teacher in various elementary grade levels. Currently, she is the principal of a preschool-kindergarten school in the Kingsburg Elementary Charter School District. Ms. Esau piloted transitional kindergarten in the 2010-11 school years and is on the Fresno County Office of Education Transitional Kindergarten Planning Committee and Professional Learning Committee. In addition, she is a member of the Packard Foundation Transitional Kindergarten Professional Learning and Steering Committees. She has been a faculty member for six years for the University of Phoenix in the undergraduate and graduate programs, teaching a variety of educational methods classes. She graduated from Fresno Pacific University (1987) with a B.A. in Liberal Arts and a multiple subject credential. In 2003 she earned her master's degree in administrative services from Fresno Pacific University and received her administrative credential at the same time.

Wilma Hashimoto, Director, Early Care and Education Department, Fresno County Office of Education

Ms. Hashimoto earned her business administration degree from the University of Southern California and her Master of Arts degree in Education Administration from California State University, Fresno. She began her career as a corporate auditor, then discovered her passion in teaching, specifically with at-risk children. In her current capacity as the director of early care and education for the Fresno County Office of Education, she has been instrumental in the implementation of transitional kindergarten and the birth-3rd grade articulation process at both the county and statewide level. Ms. Hashimoto is actively involved in the community and proudly serves as commissioner for First 5 Fresno County, executive board member to CASA (Court Appointed Special Advocates) and committee member for the Marjaree Mason Center, a shelter for abused women and children. She was named one of the Fresno County's Top 10 Professional Business Woman of the Year in 2009 for her contributions to the community and was a 2012 finalist for Fresno County Education Administrator of the Year.