2021 Early Math Symposium

June 25, 2021 8:00 A.M. to 5:00 P.M. PacificDaylightTime

Maintaining Mathematical Momentum

To join the symposium, please click this link: em1.themeetingzone.com

If you are having technical issues, please email support@reddogrecords.com and we will try to help.

Schedule of Events:

Time	Event	Age Level
8:00	Welcome! Carolyn Pfister, Early Math Project and Paul Reimer, AIMS Center Patricia Rucker, California State Board of Education Jim Yovino, Superintendent of Schools, Fresno County Michele Cantwell-Copher, Administrator, Fresno County	All
8:25	**Megan Franke**, UCLA *Supporting the Mathematical Brilliance of Young People*	All
9:25	Break **Virtual Vendor Fair Opens! (See last page for links!)**	All
9:30	***Breakout Session 1***	
	1. Social/Emotional Skills = Successful Math Learners, Stuart J. Murphy	3 - 6 years
	2. ALL in the Family: Infusing Math Experiences in the Daily Life of Infants and Toddlers, Tracy Johnson, WestEd	0 - 3 years
	3. *I'm Ready!* Videos, Games, Activities, and Literature for Kindergarten and Elementary Family Engagement, Lisa Grant, Naomi Reeley, and Carolyn Pfister, Early Math Project	5 - 8 years
10:15	***Breakout Session 2***	
	1. STEAM Stories with Bricks, Aileen Rizzo and Bev Ford, AIMS	3 - 8 years
	2. Story Time + Tinkering, Karen Wilkinson, Steph Muscat, Peter Limata, Ryan Kuruda, Ihoma Iheukwumere, Exploratorium	3 - 8 years
	3. The Language of STEM, Dave Scahill and Sandra Ampudia, The Discovery Source	1 - 6 years
11:00	Paper Engineering Magic, Aileen Rizzo and Elin Anderson, AIMS	All
11:30	Lunch	
12:00	**Virtual Vendor Fair Closes!**	

12:00	**Dr. Brian L. Wright**, University of Memphis *Creating Identity Safe Learning Environments for Black Boys in the Early Grades*	All
1:00	***Breakout Session 3***	
	1. Do You Really Remember How to Count?, Scott Nielson and Brook Williams, AIMS	3 - 7 years
	2. Engaging Families in Early Math: Explorations at Home, School, and Beyond, Matilda Soria and Barbara Daniel, Lighthouse for Children FCSS	0 - 4 years
	3. At Home or School: Math and Science, Jonathan Dueck, FCSS	4 - 8 years
1:45	Energy ROCKS! Cyndi Dean, FCSS	All
1:55	***Breakout Session 4***	
	1. Who Are Our Community Helpers? Black Boys and Policing, Dr. Brian L. Wright	3 - 8 years
	2. Watching M5 in Action: Five Core Early Math Teaching Practices, Osnat Zur, and Sophie Savelkouls, WestEd	0 - 4 years
	3. *I'm Ready!* Videos, Games, Activities, and Literature for Preschool Family Engagement, Makenna Huey, CDE; Heather McClellan-Brandusa, CDE; and Dana McVey, First 5 California	2 - 4 years

2:40	**Jo Boaler**, Stanford University *Limitless Mind: Learn, Lead & Live without Barriers*	All
3:40	Break	
3:45	The Early Math Application, Les Mayfield III, Bill Rus, Lisa Grant, and Naomi Reeley	All
4:05	Exploring Geometry and Art with Bubbles, Steve Pauls and Elin Anderson, AIMS	All
4:35	Sarah Neville-Morgan, Deputy Superintendent, California Department of Education Evaluation and Certificates, Carolyn Pfister, Early Math Project	All
5:00	Conclusion	

Presentations by Title

Title	Presenter(s)	Time	Room	Ages
AIMS: Exploring Geometry and Art with Bubbles From childhood to adulthood, who doesn't like to play with bubbles? In this hands-on activity we will explore soap bubble play for both the home and the classroom. Together we will discuss different types of bubbles found in the world around us and create bubble snakes, bubbles in bubbles, and even use bubbles as an art form. Gather a few materials and join us as we have a "bubblicious" good time! For this session you will need: dish soap, water, a straw, food coloring, index card, and 3 cups or bowls).	Elin Anderson Steve Pauls	4:05	1	All
AIMS: Paper Engineering Magic In this hands-on math activity, we will engage in some paper engineering! Paper is a simple but fascinating medium to explore STEAM content. Join us as we use an envelope to explore patterns and 3D geometry, emphasizing wonder, curiosity, and visual arts. For this session you will need: envelopes (can be already used), pen/pencil, scissors, and a ruler/straight edge.	Aileen Rizo Elin Anderson	11:00	1	All
ALL in the Family: Infusing Math Experiences in the Daily Life of Infants and Toddlers This presentation will support infant/toddler care teachers in their efforts to help families understand and expand on the learning their young children are engaged in related to early math concepts. Participants will gain skills to help families notice the learning that takes place in the daily life of very young children as well as gain techniques to help foster families' deeper understanding of infant/toddler cognitive development and strategies for supporting it.	Tracy Johnson	9:30	2	0 - 3
At Home or School: Math and Science At-Home Science is a series of free thematic units with over six lessons in each unit. Each unit includes resources and tools to bring science to our students and families. With connections to math and literature, these units and lessons can be used in person, virtually, and also be sent home for students and parents to enjoy together. Join us to learn about the units and how to bring these to your families. At-Home Science was developed by the Office of the Fresno County Superintendent of Schools through a CCEE grant.	Jonathan Dueck	1:00	3	4 - 8

Title	Presenter(s)	Time	Room	Ages
Creating Identity Safe Learning Environments for Black Boys in the Early Grades Research in child development documents that a child's earliest years of life are vital to building a healthy foundation, not only in literacy, numeracy, and social-emotional development but also in how children identify (racial-identity) and think about themselves (racial/cultural pride). These developmental tasks are essential for all children. However, in schools and society in which Black boys are frequently portrayed as "bad boys," "troublemakers," and "problems to be fixed and managed," creating identity safe classroom spaces is essential. In this presentation, I share ways to foster healthy self-identity while cultivating voice and agency in Black boys in the early grades toward identity-safe classrooms.	Dr. Brian L. Wright	12:00	1	All
Do You Really Remember How to Count? Counting is easy...isn't it? As adults, it can be difficult to remember what it was like before we knew how to count and what it took for us to learn. In this session we will experience what it might be like for children as they learn how to count so that we can better support them in their early engagement with number.	Scott Nielson Brook Williams	1:00	1	3 - 7
Energy ROCKS! Experience this 10-min low-impact energizer that will have you out of your seat participating in a variety of moves guaranteed to make you smile and put the fun into your day! Movement never felt so good!	Cyndi Dean	1:45	1	All
Engaging Families in Early Math: Explorations at Home, School, and Beyond To move the needle on low mathematics achievement, the Office of the Fresno County Superintendent of Schools (FCSS) and partners launched the California Statewide Early Math Initiative (CAEMI). Barbara Daniel and Dr. Matilda Soria of FCSS will share about CAEMI and the early math strategies (for children 0-8 years) Fresno has piloted over the past two years and ideas for engaging families in fun mathematical explorations at home and at school. Presenters will also share how the program pivoted during the COVID-19 pandemic to support young children and their families in early math experiences even as they shelter-in-place.	Matilda Soria Barbara Daniel	1:00	2	0 - 4
Evaluation and Certificates Information will be given on how to obtain a Certificate of Attendance		4:35	1	All
***I'm Ready!* Videos, Games, Activities, and Literature for Preschool Family Engagement** This presentation will share the *I'm Ready!* family engagement videos, games, activities, and books. We will also consider ways to host in-person, virtual, and hybrid family STEAM events.	Makenna Huey Heather McClellan-Brandusa Dana McVey	1:55	3	2 - 4

Title	Presenter(s)	Time	Room	Ages
***I'm Ready!* Videos, Games, Activities, and Literature for Kindergarten and Elementary Family Engagement** This presentation will share the *I'm Ready!* family engagement videos, games, activities, and books. We will also consider ways to host in-person, virtual, and hybrid family STEAM events. (paper and pen/pencil may be useful)	Lisa Grant Carolyn Pfister Naomi Reeley	9:30	3	5 - 8
Limitless Mind: Learn, Lead & Live without Barriers Recent years have seen an explosion of scientific evidence showing that there is a different way to learn, lead and live, available to us all. When people take a limitless approach to learning – in mathematics and in life – different pathways open up, leading to higher, more equitable and more enjoyable achievement. In this session we will consider what this different approach is, thinking about the ways we can teach students to increase equity, engagement, and achievement.	Jo Boaler	2:40	1	All
Social/Emotional Skills = Successful Math Learners The development of critical social and emotional skills in the early years can lead to student success, especially in the study of mathematics. Skills such as self-regulation, dealing with frustration, learning how to persevere, and cooperating with others are foundational to the learning process. As math educators, we need to work together to advance these skills and assure that our students are fully engaged in understanding and creating math models, persistent in completing their work, and motivated to develop their mathematical skills. This session will demonstrate how we can work with children to focus their behaviors and develop productive dispositions toward mathematics. Ideas will be provided on how to encourage young students in their reasoning and problem-solving skills, make connections to other areas of learning, and gain new understandings regarding the application of math concepts to real world situations. Current research showing the direct positive correlation between these skills and math performance will be discussed. Let's work together to provide the foundation our students need for early math success.	Stuart J. Murphy	10:15	1	3 - 6
STEAM Stories with Bricks Children love stories and using their creativity to build. In this session, we will explore ways to merge these strategies through playful interactions that integrate algebraic reasoning and spatial skills. Materials: Option 1: 6 (4x2) and 6 (2x2) DUPLOs or LEGOS Option 2: Blocks at least 6 cubes and 6 rectangular prisms	Aileen Rizo Bev Ford	9:30	1	3 - 8

Title	Presenter(s)	Time	Room	Ages
Story Time + Tinkering Something incredibly wonderful happens when you combine children's literature with tinkering activities. As children engage with materials and stories, math moments start to reveal themselves in surprising ways. We'll share teachers' learning stories from PreK-3 classrooms, highlighting children's thinking as a way to develop understanding about math and materials literacy. The session will provide a range of practical ideas for building your own tinkering library of books and materials to support early math through hands-on explorations.	Exploratorium Karen Wilkinson	10:15	2	3 - 8
Supporting the Mathematical Brilliance of Young People Research provides us a great deal of insight into all that young people bring to their mathematical work. This session will share research findings and discuss what it would mean to attend to the research about interaction with young people in ways that open opportunities for each student, particularly those most marginalized in school.	Megan Franke	8:25	1	All
The Early Math Application Launching CountPlayExplore.org!	Les Mayfield Naomi Reeley Bill Rus Lisa Grant	3:45	1	All
The Language of STEM Constructivist theories explain how young children learn and develop not only by exploring the environment, but also with the presence of effective interactions in which teachers interact with children to facilitate learning activities to support and scaffold development, learning, and language. The properties of the interactive exchanges between teachers and children -the information conveyed, feedback loops, and conversational sequences- are critical to teachers' fostering of children's learning (La Paro, Hamre & Pianta, 2012) One way to promote the engaged support of learning is understanding the process and the impact of teacher-child conversations, questions and the natural use of higher levels of vocabulary. This training session is designed to support practitioners to be more intentional in the use of questions and vocabulary, providing them with specific information on the different ways to embed those in daily routines to effectively support higher order thinking skills, cognitive and language competence. Meanwhile, these strategies are intrinsically connected with the Cognitive Development CLASS® Domain improving effective indicators such as analysis and reasoning, problem solving, making predictions and prompting thought processes, among many others.	Dave Scahill Sandra Ampudia	10:15	3	1 - 6

Title	Presenter(s)	Time	Room	Ages
Watching M5 in Action: Five Core Early Math Teaching Practices Educators play a significant role in supporting young children's mathematical learning. They can provide a mathematically rich environment and nurture children's natural interest in learning mathematics. Based on educator's understanding of individual children's development, they can engage children in meaningful math learning experiences and model the language of math, whether in English or their home language. In this session, we will use video examples to explore five core early math teaching practices: Mutual learning, Meaningful math interactions, Math language, Materials and learning environment and Multiple experiences. We refer to these as M5 Early Math Practices. As part of the California Statewide Early math initiative, WestEd developed four video guides to promote teachers' use of the M5 Early Math Practices with different age groups (infants, toddlers and preschoolers). Each video guide provides educators with a process to learn about the M5 practices, watch a video that illustrates M5 in action, examine and explain how M5 practices are illustrated in the clip, reflect on their own practice and the implementation of M5 practices within their own settings. We will introduce the four video guides and discuss ways early math trainers and coaches can use them to build educators' early math teaching practices.	Osnat Zur Sophie Savelkouls	1:55	2	0 - 4
Who Are Our Community Helpers? Black Boys and Policing The claim as a nation, we have reckoned with racism, committing to anti-racist practices that embody values of diversity, equity, inclusion, and justice has been promoted widely following the events of 2020. While these ideals on the surface are laudable, Black families are less convinced by these claims as they continue to grapple with the fears of raising a Black boy in a society in which they are watched and not welcome. This surveillance manifest in the 'adultification' and 'criminalization' of Black boys as early as preschool. Historically, this surveillance has contributed to long-standing mistrust and alienation between Black citizens and the over-policing in their communities and, by extension, schools, and classrooms. With this reality in mind, how does a curriculum that many early childhood educators consider essential for children to know and understand the role of community helpers also become a source of trauma for Black boys? In this workshop, participants will explore this question and gain new ways to rethink, challenge, and reimagine the "Community Helpers" curriculum, explicitly involving Black boys and policing. Examples that humanize and reimagine the experiences, perspectives, and realities of Black boyhood and community helpers toward creating safe and equitable environments will be shared.	Dr. Brian L. Wright	1:55	1	3 - 8

Presenter Information

Sandra Ampudia

Sandra Ampudia (Sandy) is an early childhood educator and early interventionist with over 20 years of experience as a teacher, coach, research assistant, and professional development specialist. The combination of her knowledge and experience allows her to provide support to organizations working within the early childhood sector by bringing practical and effective practices to the consultancy work. She's committed to partnering with a variety of organizations within the early childhood community at the state, local and national level, to ensure all children, teachers and families have an opportunity to succeed. She strongly believes in the importance of the impact that early childhood educators make in the lives of children

Elin Anderson

Elin has a passion for understanding how students construct their understanding of math concepts. She has spent over 20 years in public education working as a classroom teacher, mathematics coach, instructional coach, and as a TSA in elementary mathematics. In 2015 she participated on the CA Department of Education Expert Panel for the correspondence of the California English Language Development Standards to the Mathematics and Science Standards and has been a member of the Smarter Balanced State Network of Educators. She received her BA from Santa Clara University in multidisciplinary studies, and her teaching credential and MA in Math Education from Fresno Pacific University. She also holds an Administrative Credential in Educational Leadership from Fresno State University.

Jo Boaler

Dr. Jo Boaler is a Stanford Professor. Former roles have included being a maths teacher in London schools. She is author of 18 books and numerous articles and a White House presenter on women and girls. Her latest book is called: Limitless Mind: Learn, Lead and Live without Barriers. She co-founded www.youcubed.org, and is currently one of the writing team creating a new Mathematics Framework for the state of California, co-leading a K-12 Data Science Initiative and was named as one of the 8 educators "changing the face of education" by the BBC.

Michele Cantwell-Copher, Ed.D

Dr. Michele Cantwell-Copher has been an educator for over 25 years. In her current capacity with the Office of the Fresno County Superintendent of Schools, Dr. Copher serves as Administrator for Educational Leadership and Development, overseeing Early Care and Education, Student Intervention and Prevention, Special Projects, Cradle to Career, and Integrated Data Systems. She is also the Executive Director of The Foundation@ FCOE, a 501 (c)(3) nonprofit, where she advances community engagement efforts to support public schools. Dr. Copher is active in the community and in 2006 she was recognized as a Top 10 Business Woman of the Year. She and her husband John have two children, Claire and Quaid.

Barbara Daniel

Barbara Daniel is the Child Development Center Coordinator of the Office of the Fresno County Superintendent of Schools. Under Barbara's leadership, the Lighthouse for Children Child Development Center (LFC CDC) has earned a five-star rating from the local Quality Counts California (QCC) program. She has worked in the field of early care and education (ECE) for the past 19 years and served in instructional and leadership roles while working with diverse populations, including dual language learners. Her educational background includes a BA in Child Development and an MA in Education with an emphasis in ECE. Before the LFC CDC, Barbara led community-based ECE programs, including the Reading and Beyond Preschool, wherein the program earned a four-star rating from the QCC program and she secured additional funds to expand the program – in addition to Panda's Environmental Day Care School, wherein she obtained national accreditation via NAEYC.

Cyndi Dean

A constant-moving educator, Cyndi's goal is to energize a diverse population with skills and tools needed for a healthier life. She is the PE, Wellness, & Nutrition Coordinator at the Office of Fresno County Superintendent of Schools, Department of Safe & Healthy Kids.

Jonathan Dueck

Jon is the Director of STEM Education for the Office of the Fresno County Superintendent of Schools. He works with teachers and administrators to build programs that promote a worthwhile and optimistic view of math and science. He has worked in preschools, TK-12 schools and at the secondary level. Jon enjoys talking about numbers and the world around us.

Bev Ford

Beverly has worked in education as a teacher, math specialist, coach, professional developer, and educational consultant. She is passionate about engaging with educational research that can empower teachers to equip all students to understand mathematics. She is excited to support teachers and empower them to teach mathematics utilizing best practices in a way that equips students to deepen their mathematical knowledge. Her bachelor's degree, California teaching credential, and master's degree in Math Education were completed at Fresno Pacific University.

Megan Franke

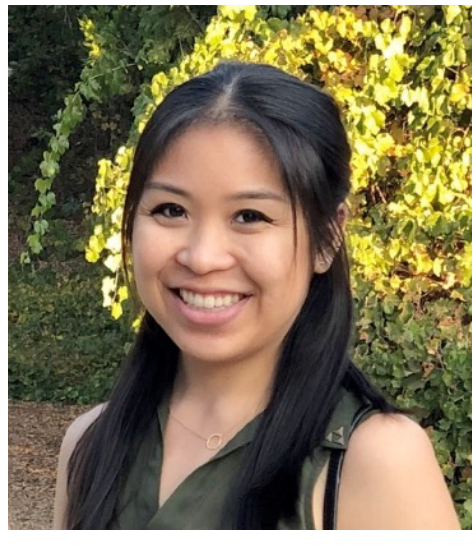
Megan Franke is a Professor of Education at UCLA. Dr. Franke's research focuses on understanding and supporting teacher learning for both preservice and inservice teachers. She studies how teachers making use of research-based information about the development of children's mathematical thinking support students to learn mathematics. She is particularly interested in how teaching mathematics with attention to students' mathematical thinking (CGI) can challenge existing school structures and create opportunities for marginalized students to develop mathematical understanding. She has been engaged in a series of studies with her colleagues that link classroom practice and student outcomes in elementary mathematics classrooms. She is a member of DREME (Development and Research in Early Mathematics Education) where she is studying prek-2 coherence, designing resources for early childhood teacher educators, and supporting preschool teacher educators. She along with the UCLA Mathematics Project is partnering with LAUSD to support teachers in PreK through 5th grade mathematics across 210 elementary and preschools.

Lisa Grant

Lisa earned her bachelor's degree from University of California, San Diego. She taught secondary school mathematics for over 20 years. Lisa then went on to coach other teachers for about 10 years. She has worked at the California Department of Education (CDE) helping to create the state's Math Framework. It was at CDE where she joined in the work of the Early Math Project creating resources for educators and parents. Lisa now works for Fresno County Superintendent of Schools on the California Early Math Initiative working exclusively on early math education. Her passions are math education, horses and other animals, the sea, and family (not necessarily in that order!).

Makenna Huey

Makenna Huey is currently a manager in the Charter Schools Division at the California Department of Education. Prior to moving to the Charter Schools Division, Makenna served as an Associate Governmental Program Analyst in the department's Early Learning and Care Division where she collected and maintained data of the state's child care agencies. Her work experience prior to joining the state includes serving as a preschool teacher in Davis as well as serving as a child care provider in afterschool recreation programs in both Davis and Sacramento. Makenna has a Bachelor's degree in Human Development from the University of California, Davis and a Master's degree in Family and Human Development from Arizona State University.



Ihuoma Iheukwumere

(Site Director, Transbay Child Development Center)

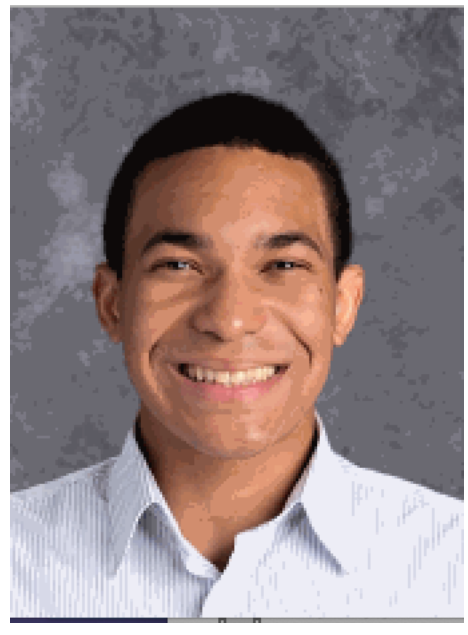
I am passionate about providing effective and robust learning experiences for young learners while empowering the educators who work with them to do the same. I spent the first decade+ in the classroom, always looking to take the children on a journey for the next STEM project. In my leadership role, I'm focused on bringing to life the vision of a school where STEM is not just approachable but a great springboard for student achievement. I'm committed to improving equitable access and delivery of educational experiences to a diverse audience of early learners.

Tracy Johnson

Tracy Johnson has worked in early childhood education for 38 years. She is the Northern California Area Manager for the Program for Infant Toddler Care Regional Support Network (PITC RSN) at WestEd. She coordinates and manages northern California staff and activities. She also coordinates all of the PITC RSN online course offerings.

Johnson has consulted with early childhood programs throughout the United States and trained child care providers in a wide variety of settings which have included infant/toddler child care centers, family child care programs, and college campus lab schools.

Ryan Kurada



Ryan Kurada currently teaches kindergarten at University Elementary School in Rohnert Park, California. He holds an M.A. in Curriculum, Teaching, and Learning with an emphasis on Early Childhood Education and a B.F.A. in Art Education. He is passionate about designing hands-on curriculum that is relevant, meaningful, and interesting for children of all ability levels. As an ardent proponent of project-based learning (PBL), Ryan is formally trained in project-based teaching and coaching through the Buck Institute for Education. His passion for PBL has motivated him to study in the internationally renowned preschools in Reggio Emilia, Italy. In addition to his teaching, Ryan serves as a project-based learning coach at his school and conducts professional development workshops across the San Francisco Bay Area. He also is an adjunct faculty lecturer in the Early Childhood Studies Department at Sonoma State University.

Peter Limata

Peter Limata: Peter Limata Is a second grade teacher at Emerson Elementary in the Oakland Unified School District. Mr. Limata and his second-graders love tinkering and science. Since the shelter-in-place order in March, Mr. Limata has hosted online Story Time With Mr. Limata to promote reading and literacy among students and their families. Mr. Limata is an alumnus of CSU East Bay and a recipient of the university's 40 Under 40 recognition award for 2020.
Find Story Time with Mr. Limata online: Website | Facebook | Instagram | YouTube

Les Mayfield III

Les Mayfield (left) has had a celebrated Hollywood career. He began as a director of TV specials on the making of blockbuster films including *Back to the Future*, *Indiana Jones & the Last Crusade* and *Who Framed Roger Rabbit*. He went on to co-produce *Hearts of Darkness*, a documentary on the making of Francis Ford Coppola's *Apocalypse Now*. This universally acclaimed film debuted at the Cannes Film Festival. Mayfield made his transition to directing features with the Disney comedy hit *Encino Man*. That was followed by a remake of the classic *Miracle on 34th Street*, the first of two films Mayfield directed for writer/ producer John Hughes. The second was Disney's *Flubber*, the international movie event starring Robin Williams. His other films have included the action hit *The Blue Streak* starring Martin Lawrence, the *Western American Outlaws*, and *The Man* starring Samuel L. Jackson. Mayfield is a graduate of the USC School of Cinema.

Heather McClellan-Brandusa

Heather McClellan-Brandusa is a Child Development Consultant in the Early Learning and Care Division of the California Department of Education.

Prior to entering state service, McClellan-Brandusa was involved in Early Education for more than 15 years. She has served as an infant/toddler care provider working in center-based, family child care, and home-based programs, as an internal monitor for Head Start/Early Head Start, and as an Early Head Start administrator.

McClellan-Brandusa holds a BA in child development and an MS in special education.

Dana McVey

As a Child Development Consultant with First 5 California I serve in the Training and Continuous Quality Improvement Office. One of my main duties is project lead for the development of a quality rating and improvement system (QRIS) statewide. A goal of QRIS is to provide information about high quality early learning environments that can meet the needs of all children. That work includes providing training and technical assistance to early educators that promote quality environments for diverse populations of children birth thru five across California. Prior to joining First 5 California, I was a Program Officer at SETA Head Start in Sacramento, overseeing the staff and educational operations of 13 early learning centers. I hold a Masters of Arts in Education degree, with a focus on Human Development from CSUS and have over 25 years of experience as a teacher, coach and trainer in the early childhood education field.

Stuart J. Murphy

Stuart is the author of the award-winning MathStart series, 63 children's books that present mathematical concepts in the context of stories for Pre-K through Grade 4. He is also the author of Stuart J. Murphy's I SEE I LEARN, a 16-book series of storybooks for children in Pre-K through Grade 1 that focus on social, emotional, health and safety, and cognitive skills. Additionally, Stuart is on the authorship teams of a number of math educational programs, a frequent presenter at educational conferences, and an advocate of helping our children develop their visual learning skills to become more successful students.

Steph Muscat

Steph Muscat: As a Tinkering Specialist on the Tinkering Studio team at the Exploratorium, Steph designs and develops playful learning activities to support learners in thinking with their hands to build wonder and construct understanding. She is always looking for ways to support the move from the scary vulnerability of not-yet-knowing to creative exploration—including through children's books.

Sarah Neville-Morgan

In May 2019, Sarah Neville-Morgan was appointed by State Superintendent of Public Instruction Tony Thurmond to serve as the Deputy Superintendent for the Teaching and Learning Support Branch (TLSB) at the California Department of Education (CDE). As the Deputy Superintendent for TLSB, Neville-Morgan oversees a branch that is responsible for helping all students, starting with early learners, reach their academic potential and goals by providing the necessary support to early educators and providers, teachers, administrators, school and district leaders, and community based organizations. She will continue the work of the TLSB to ensure that inclusion practices are established during classroom hours, before and after school and in early learning and care programs, and the programs and that instructional resources and supports reflect the cultural and linguistic diversity, accessibility and equity.

Prior to being named Deputy Superintendent, Neville-Morgan served as Director of CDE's Early Learning and Care Division (ELCD) and provided leadership and support to the early learning and care community, providers, and contractors statewide, ensuring high-quality early education programs for young children and their families. In this role, she oversaw over $4 billion in early learning and care investments and acted as the State Administrator for the federal Child Care and Development Fund (CCDF) and California's CCDF State Plan as well as the California State Preschool Program. Part of her responsibilities included providing leadership and oversight to over 700 early learning and care contractors and managing statewide quality improvement projects.

Previously, she served as Deputy Director of Program Management at First 5 California, in the Policy Office at the CDE, as Deputy Executive Director of the California Early Learning Council, as an Academic Child Development Specialist at the UC Davis Center for Child and Family Studies, and also worked in a child care resource and referral agency.

Scott Nielson

Scott has 20 years of teaching experience in upper-elementary and middle school grades. He has taught in multiple-subject classrooms as well as single-subject math and woodworking courses. He has served as a coach, presenter, and coordinator at the AIMS Center for Math and Science Education since 2017. Scott's interests in music, art, engineering, and tinkering help fuel his desire for children to learn in playful, experimental, and engaging ways. He earned his Bachelor's Degree and Masters Degree in Mathematics Education at Fresno Pacific University.

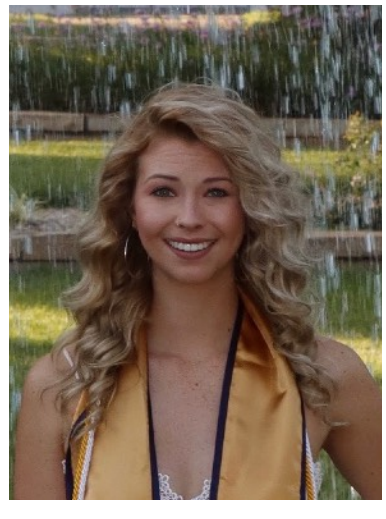
Steve Pauls

Over the past 20 years Steve has taught a variety of STEM undergraduate, graduate, and teacher education courses at Fresno Pacific University. He has in the past worked closely with teachers in the Central Valley through a variety of Math Science Partnership (MSP) multi-year grant programs looking to improve both content and pedagogy of teachers in this region. As an associate director for AIMS Center, Steve is working toward understanding and interpreting the latest research involving the cognitive development and conceptual understanding of young children in science and mathematics. He is currently interested in developing Maker Spaces for the classroom as well as an integrative program involving spatial and computational thinking within the context of science and math education.

Carolyn Pfister

Prior to her involvement with the Early Math Project, Carolyn taught elementary and middle school math and was principal of a K-8 Montessori School. Her interests lie in encouraging family and community math opportunities and maintaining children's early love and success with math. Her current work includes advocacy for early math; developing resources that promote mathematical thinking, exploration, and understanding; and helping adults to comfortably and confidently support children's mathematical development. Carolyn works for the California State Board of Education.

Naomi Reeley



Naomi Reeley has been involved with the Early Math Project since June 2019 where she started as an intern. Naomi joined the team in hopes of developing and promoting resources for the project that would encourage family engagement in mathematics. Naomi is particularly interested in promoting ways to include math in daily routines by providing tips and suggestions about everyday activities. She finds it very important to create resources that are engaging, fun, and informational in order to build a child’s confidence and comfort with math.

Aileen Rizo

Aileen has worked in math education for 20+ years. She has served in state capacities with the California Department of Education and various community organizations. She has earned two master degrees - one in Educational Technology and another in Mathematics Education, and is currently a PhD student in STEM education at Texas Tech University. Additionally, she is an adjunct faculty member at Fresno Pacific University teaching both math and engineering courses. Aileen’s work in the STEM fields fueled her to realize the importance of providing young children with powerful educational experiences and the need for advocating for the equity of women and girls within these fields.

Patricia Ann Rucker

Patricia Rucker is a CTA Legislative Advocate in the areas of professional rights and responsibilities; assessment and testing; adult alternative, career & technical education and federal issues related to Elementary and Secondary Education. She has also worked for CTA as an Instruction and Professional Development Consultant: serving as a resource to CTA staff in the development of chapter training programs; providing advice to leaders and members on problems involving CTA policy, member rights and organization and communications.

Before her work with the California Teachers Association, Patricia taught elementary school and high school English in Sacramento, CA

- Teacher, Del Paso Heights School District, Sacramento, California
- Instructor, CSU Sacramento Academic Talent Search, Sacramento, California
- Lecturer, CSU Sacramento – School of Education, Sacramento, California
- Instructor, UC Davis School of Medicine SASP Project, Davis California
- Research Consultant, Far West Labs, San Francisco, CA

OTHER ACTIVITIES

- State Superintendent's P-16 Council - member
- Improving Teacher Quality (ITQ) Program Advisory Committee at the California Postsecondary Education Commission (CPEC). - member
- Co-Convener – Coalition for Multiple Pathways Policy Workgroup
- California Council for Economic and Environmental Balance (CCEEB) Public Policy Project
- Stakeholder CALTIDES Task Force – member
- Connect Ed/Irvine Foundation Multiple Pathways Grant Development Panel - Member
- Center for Polytechnic Education (Chicago, IL) – Member of the Board

Bill Rus

Bill Rus (right) is also a graduate of the USC School of Cinema, he is an entertainment industry veteran. He served as Senior Vice President of Marketing at Paramount Pictures for over two decades, working on the campaigns for over 250 films including such classic franchises as Mission Impossible, Indiana Jones, Star Trek, Iron Man, and Transformers. He supervised custom campaigns for the Academy Award winning Best Pictures Forrest Gump, Braveheart and Titanic. In family entertainment, he oversaw advertising initiatives on Nickelodeon's animated films including Rugrats, Jimmy Neutron and The SpongeBob SquarePants Movie. In the world of children's television, he served as Executive in Charge of Production on the animated series The Busy World of Richard Scarry. He is a member of the Academy of Motion Picture Arts and Sciences and serves on the Foreign Language nominating committee for the annual Oscars.

Sophie Savelkouls

Sophie Savelkouls is a Research Associate at WestEd. Dr. Savelkouls is a developmental psychologist with expertise in children's cognitive development, focusing primarily on the development of number sense. Currently, she contributes to the evaluation of the California Statewide Early Math Initiative. She leads evaluation tasks, has collaborated in writing several early math research briefs for educators on children's early math skills and concepts, and developed video guides on effective practices for the ECE workforce. Prior to joining WestEd, Dr. Savelkouls conducted research on children's understanding of number and math (birth through age 5) and published her research in peer-reviewed journals. She presented her findings at numerous conferences and took part in an international research consortium addressing best practices in developmental psychology research. She received a BS in psychology and child development from Tufts University and a PhD in developmental psychology from Boston College.

Dave Scahill

Dave Scahill is the President & CEO of The Discovery Source. Dave has spent the past 35 years working with and training early childhood programs and is committed to creating great teacher effectiveness tools and supplying unique and targeted early childhood materials from 0-8 years that are engaging and fun. Dave has presented at the National Head Start, Native American Head Start Directors, NAEYC, California Child Development Administrators, California Head Start, Region 9 Head Start, CAEYC, Department of Defense Child Development conferences and many more.

Matilda Soria

Dr. Matilda Soria was born and raised in Fresno, CA. Dr. Soria has earned a Bachelor's of Arts degree in Psychology and a Minor degree in Ethnic Studies from California State University, Fresno; a Master's degree in Human Development and Psychology, with a specialization in Risk and Prevention from Harvard University; and a Doctorate in Educational Leadership from California State University, Fresno. Matilda serves as the Senior Director of the Early Care and Education Department of the Office of the Fresno County Superintendent of Schools. Dr. Soria has extensive experience conducting scientific and behavioral research among ethnic and at-risk populations, as well as in the development, management, and evaluation of educational and social service programs for children and families. She serves as Co-Chair of the California Child Care Coordinators Association (CCCCA); on the Fresno City College Child Development Department Advisory Committee; the California State University-Fresno Institutional Research Review Board; and the Public Policy Committee of the California Child Development Administrators Association (CCDAA). She also serves as a Board Member for non-profit, Fresno Metro Ministries. In her spare time, Dr. Soria enjoys mentoring young people and traveling.

Karen Wilkinson

Karen Wilkinson is the Director of The Tinkering Studio at the Exploratorium in San Francisco. Through her commitment to playful and experiential learning, she helped shape the pedagogical approach of the Tinkering Studio; drawing upon a deep interest in “constructionism” and studio thinking. Her background is in education and technology, and she has worked in the museum field for more than 25 years. She co-authored The Art of Tinkering, a book highlighting makers and tinkerers working at the intersection of art, science and technology; along with articles related to teaching and learning through tinkering: The Big Idea is Their Idea, Learning through STEM-Rich Tinkering, Tinkering is Serious Play, “I See Students Differently”: Following the Lead of Maker Educators in Defining What Counts as Learning.

Brook Williams

Brook began as a High School mathematics teacher in the Central Valley, and has taught middle school math as well. Brook also gained experience in the public education system as a department leader, instructional coach, education consultant, and curriculum developer. She is determined to understand and translate current research in mathematics education in order to support students in learning, and teachers in the classroom. Although Brook has experience teaching most math courses in High School, her focus was with students that struggled with mathematics which has fueled her passion to work in the realm of research, in order to address the needs in math education. As a graduate from Fresno State University, Brook earned a BA in Mathematics and an MA in Education.

Dr. Brian L. Wright

Brian L. Wright, Ph.D., is an Associate Professor, Program Coordinator of Early Childhood Education in the Department of Instruction & Curriculum Leadership in the College of Education & Coordinator of the Middle School Cohort of the African American Male Academy at the University of Memphis. Dr. Wright teaches undergraduate- and graduate-level courses that include, but are not limited to, culture and learning, indigenous and decolonized philosophies/epistemologies, critical pedagogies, and masculinities in urban schools. His research examines high-achieving African American boys in urban schools (P-12), racial-ethnic identity development of boys, STEM and African American boys (P-12), African American males as early childhood teachers, and teacher identity development. Dr. Wright has published articles in Urban Education, Theory Into Practice, and The Journal of Negro Education, to name a few. He has co-authored articles that have appeared in Young Children, Teaching Young Children, EXCHANGE, Childhood Explorer, Gifted Child Today, Handbook on Gifted Education, Psychology Forum, Journal of African American Males in Education, Boyhood Studies & others. Dr. Wright is the author of the award-winning (2018 NAME Philip C. Chinn Book Award), bestseller book, The Brilliance of Black Boys: Cultivating School Success in the Early Grades (2018 –publisher: Teachers College Press, Columbia University-- https://www.tcpress.com/the-brilliance-of-black-boys-9780807758922?page_id=221).

Jim A. Yovino

Jim Yovino is the 21st Fresno County Superintendent of Schools. He is a champion for all children by advocating for career technical education and the arts, as well as addressing issues of poverty, intervention, civility, homelessness, and the importance of early education.

Osnat Zur

Osnat Zur is the director of the Early Childhood Learning and Development area at WestEd. Dr. Zur co-directs the evaluation of the California Statewide Early Math Initiative and leads the WestEd's collaboration with the Exploratorium on the STEAM Starters project. Previously at WestEd, Dr. Zur served as the Project Director of WestEd's partnership at the National Center for Early Childhood Development, Teaching and Learning. She also served as a lead researcher and author for the California preschool foundations in the domain of science, and for the state's preschool curriculum framework in mathematics and in science. Dr. Zur is a developmental psychologist, with expertise in children's cognitive development, focusing primarily on the development of mathematical and scientific reasoning. She received a BA in psychology and a doctorate degree in developmental psychology, both from the University of California, Los Angeles (UCLA).

Virtual Vendor Fair

Open from 9:25 am to 12:00 pm PDT

** Please note: Some rooms will have a limited number of people who can participate at any one time. If you are locked out, be patient and try to enter again in a few minutes or try another room. Be mindful of your time in each room as others may be trying to get in. Thank you!

California Department of Education Early Learning Division - Heather McClellan-Brandusa

https://us02web.zoom.us/j/89732355047
Meeting ID: 897 3235 5047
Passcode: 958328

California Department of Education Press - Jesse Medina

https://us02web.zoom.us/j/81432523617
Meeting ID: 814 3252 3617
Passcode: 182309

Charlesbridge Publishing - Megan Quinn

https://meeting.windstream.com/j/1128105049?pwd=TjFGQkY5aVlQa1NBSTZGYURxVWcyQT09

Hello from Charlesbridge, an independent publisher of books for children, with a goal of creating lifelong readers and lifelong learners. Our books encourage reading and discovery in the classroom, library, and home. offering accurate information, promoting a positive worldview, and embracing a child's innate sense of wonder and fun. We'd love to chat with you about our new series, Storytelling Math, Developed in collaboration with math experts at STEM education nonprofit TERC, under a grant from the Heising-Simons Foundation, and Stuart J. Murphy's I SEE I LEARN® series that teaches social, emotional, health and safety, and cognitive skills using stories and visual learning strategies.

The Discovery Source - Dave Scahill and Jeremy Fisher

https://zoom.us/j/92954139829?pwd=dVpOV05BaDluUi8rakdwVTZiUG9XZz09

Kodo materials are not just "toys", they are tools for teaching. Designed for the child and the teacher, our engaging, open-ended materials captivate children and give teachers opportunities to interact and educate.

The Discovery Source created Frame Their Learning as a holistic teaching system specifically designed to help teachers improve their

performance and raise students' CLASS(R) Instructional Support Scores. This unique tool helps teachers ask more thought-provoking questions and improve their exchanges with students to spur higher quality interactions, learning and retention. Using Frame Their Learning, teachers also learn how to better incorporate a rich STEM vocabulary into lessons, which helps both teacher performance and CLASS(R) assessment scores.

Lakeshore Learning - Nick Tarbat

https://us06web.zoom.us/j/87396321647?pwd=dy9jUHFSZ2hKaERZYVZJTmJJbTFnUT09

Make Math Fun with Lakeshore! Our booth will focus on our Math products that are designed for fun and learning. Nick will be doing some live demos of some best seller math products.

Contact Information:
Email: ntarbat@lakeshorelearning.com
Phone: (209) 294-3994

Stuart J. Murphy Books! - Stuart J. Murphy and Janet Ginsburg

https://zoom.us/s/98577888507

Get ready to meet some of the characters from Stuart J. Murphy's I See, I Learn series!