

About the Authors



NELL K. DUKE, ED.D., is Professor of Teacher Education and Educational Psychology and Co-Director of the Literacy Achievement Research Center at Michigan State University. Nell Duke's expertise lies in early literacy development, particularly among children living in poverty, and integrating literacy into content instruction. She is the recipient of a number of awards for her research and is co-author of several books including *Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to 5* and *Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills From Birth to 5*.



DOUG CLEMENTS is SUNY Distinguished Professor of Education at the University of Buffalo, SUNY. Previously a preschool and kindergarten teacher, Clements currently researches the learning and teaching of early mathematics and computer applications. He has published over 100 research studies, 8 books, 50 chapters, and 250 additional publications, including co-authoring the reports of President Bush's National Mathematics Advisory Panel and the National Research Council's book on early mathematics. He has directed twenty projects funded by the National Science Foundation and Department of Education's Institute of Education Sciences.



JULIE SARAMA Associate Professor at the University at Buffalo (SUNY), has taught high school mathematics and computer science, gifted and talented classes, and early childhood mathematics. She directs several projects funded by the National Science Foundation and the Institute of Education Sciences. Author of over 50 refereed articles, 4 books, 30 chapters, 20 computer programs, and more than 70 additional publications, she helped develop the Building Blocks and Investigations curricula and the award-winning Turtle Math. Her latest book is *Early Childhood Mathematics Education Research: Learning Trajectories for Young Children*.

WILLIAM TEALE is Professor of Education at the University of Illinois at Chicago. Author of over one hundred publications on early literacy learning, the intersection of technology and literacy education, and children's literature, he helped pioneer research in emergent literacy. Dr. Teale has worked in the area of early childhood education with schools, libraries, and other organizations across the country and internationally. He has also directed three U.S. Department of Education-funded Early Reading First projects that involve developing model preschool literacy curricula for four-year-old children from urban, low-income settings in Chicago.

Contributing Authors

Kimberly Brenneman, PhD, is an Assistant Research Professor of Psychology at Rutgers University. She is also affiliated with the Rutgers Center for Cognitive Science (RuCCS) and the National Institute for Early Education Research (NIEER). Brenneman is co-author of *Preschool Pathways to Science (PrePS): Facilitating Scientific Ways of Thinking, Talking, Doing, and Understanding* and is an educational advisor for PBS's *Sid the Science Kid* television show and website. Research interests include the development of scientific reasoning and methods to improve instructional practices that support science and mathematics learning in preschool.

Peggy Cerna is an independent Early Childhood Consultant. She was a bilingual teacher for 15 years and then served as principal of the Rosita Valley Literacy Academy, a Pre-Kindergarten through Grade 1 school in Eagle Pass, Texas. Cerna then opened Lucy Read Pre-Kindergarten Demonstration School in Austin, Texas, which had 600 Pre-Kindergarten students. During her principalship at Lucy Read, Cerna built a strong parental community with the collaboration of the University of Texas, AmeriCorps, and Austin Community College. Her passion for early literacy drove her to create book clubs where parents were taught how to read books to their children.

Dan Cieloha is an educator with more than 30 years' experience in creating, implementing, and evaluating experientially based learning materials, experiences, and environments for young children. He believes that all learners must be actively and equitably involved in constructing, evaluating, and sharing what they learn. He has spearheaded the creation and field-testing of a variety of learning materials including *You & Me: Building Social Skills in Young Children*. He is also president of the Partnership for Interactive Learning, a leading nonprofit organization dedicated to the development of children's social and thinking skills.

Paula A. Jones, M.Ed., is an Early Childhood Consultant at the state and national levels. As a former Early Childhood Director for the Lubbock Independent School District, she served as the Head Start Director and co-founded three of their four Early Childhood campuses which also became a model design and Best Practices Program for the Texas Education Agency. She was a contributing author for the first Texas Prekindergarten Guidelines, served as president for the Texas Association of Administrators and Supervisors of Programs for Young Children, and is a 2010 United Way Champions for Children Award winner.

Bobbie Sparks is a retired educator who has taught biology and middle school science as well as being the K-12 district science consultant for a suburban district. At Harris County Department of Education she served as the K-12 science consultant in Professional Development. During her career as K-12 science consultant, Sparks worked with teachers at all grade levels to revamp curriculum to meet the Texas science standards. She served on Texas state committees to develop the TEKS standards as well as committees to develop items for tests for teacher certification in science.

