



California Early Math Project presents

Early Math Fall Forum

Leaves are Falling - Math is Calling

October 5th, 2023

6-8pm (PDT)

Virtual Event



Schedule



5:30pm Optional Platform Orientation

6:00pm Welcoming Remarks

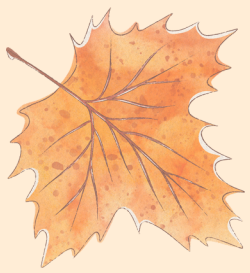
6:05pm Dr. Megan Franke Presents **Leveraging Students' Mathematical Thinking to Support Participation and Enhance Opportunities for Equity**

7:00pm Break

7:10pm Breakout Sessions (Choose 1 of 8)

- Up, Down, All Around: Exploring Spatial Relationships
- Daily Routines to Promote Logical Thinking; PK-2
- Creating Early Math Environments
- The New California Mathematics Framework
- Exploring Loose Parts with Infants and Toddlers
- Shedding Light on Shadows with Early Learners: A Tinkering Activity for Home Participation
- Multiplying Universal Access to Play-Based Early Math Curriculum
- Building Positive Math Mindsets





Presentations

Leveraging Students' Mathematical Thinking to Support Participation and Enhance Opportunities for Equity by

Megan Franke

Age: Preschool - 1st Grade

This session explores how attending to the details of students' thinking can enable teachers to engage students in learning together, making use of the resources that each student brings. Drawing on current research findings, we will explore classroom practices that draw on student thinking and leverage different forms of participation.

Up, Down, All Around: Exploring Spatial Relationships by

Donna M. Johnson & Lisa Ferguson

Age: Preschool - Kindergarten

In this session you will discover the importance of language and gesture in the development of spatial reasoning in the early childhood classroom. Through video and interactive experiences, you will learn how to describe relationships between objects and places with mathematical precision. You will leave with ideas to engage your students in spatial thinking in fun and meaningful ways.

Daily Routines to Promote Logical Thinking; PK-2 by Rebeca

Itzkowich & Veronica Castro

Age: Preschool - 2nd Grade

In this session we will share mathematical routines that are fun and engaging and that support the development of mathematical thinking.





Creating Early Math Environments by Wendy Hernandez

Age: Preschool - 3rd Grade

We will discuss intentional teaching and ways to assist in creating a stimulating, productive, and comprehensive Transitional Kindergarten (TK) and Early Childhood Education (ECE) learning environment in a P-3 continuum. Focus areas will include project-based learning, connecting home and school, developmentally appropriate teaching in the cognitive, language, effective, social, aesthetic and emotional domains while teaching mathematics to young children.

The New California Mathematics Framework by Ellen Barger

Age: TK - 3rd Grade

The California State Board of Education adopted a new Mathematics Framework in July. In this session, we will navigate use of the Framework and explore the resources and supports for educators.

Exploring Loose Parts with Infants and Toddlers by Tracy

Johnson

Age: Infant, Toddler

This session will include an exploration of the many benefits of providing infants and toddlers with Loose Parts, including supporting children's early learning in math and science. The session will also provide examples of creative, low cost ways to bring Loose Parts into your program.



Shedding Light on Shadows with Early Learners: A Tinkering Activity for Home Participation by Luigi Anzivino, Ryoko

Matsumoto, Monique Guidry, & Sheila Norman

Age: Toddler - 3rd Grade

Join us for an engaging conference session where we invite you to participate in a tinkering activity designed in collaboration with early childhood educators. In this session, you will have the opportunity to follow along from home and dive into the fascinating world of light and shadows, then reflect on the experience with an eye toward engaging young learners in similar explorations. During this interactive experience, we will guide you through hands-on exploration that explores science phenomena while building something personally meaningful. Then, we will reflect on the experiences and lessons learned from engaging early learners in similar playful explorations. Don't miss out on this insightful session where we will delve into the transformative power of tinkering in early childhood education.

Multiplying Universal Access to Play-Based Early Math Curriculum by Kevin Schaefer & Heather Snipes

Age: Preschool - Kingergarten

This interactive session will address the importance of universally designed play-based exploration and inclusive Universal PreKindergarten (UPK) math instruction to build a foundation for post-secondary success.

Building Positive Math Mindsets by Madhu Govind Kapoor & Jenine Schmidt

Age: Infant - 3rd Grade

Approaching math with a positive mindset promotes impactful, meaningful learning for adults and children. In this breakout session, we will discuss how our mindsets are shaped by our environment and lived experiences. Using video and vignette examples, we will reflect on our own early math memories and how they might shape our thoughts and feelings about math. We will also share strategies for how to build our own or others' positive math mindsets. The resources shared in this session will be part of the California Statewide Early Math Initiative (CAEMI) online professional development suites.



Speakers



Luigi Anzivino

Luigi Anzivino envisions a world where people can learn by doing and making in inventive, unusual, and sometimes messy ways, without fear of failure. Towards that goal, he contributes to the design, prototyping, and facilitation of hands-on making activities for the Tinkering Studio, following a pedagogical approach called “tinkering.” In his work as a Professional Development Lead, Luigi focuses on developing, documenting, and disseminating rich learning experiences, with the goal of creating a physical, cultural, and social space that is safe for trying out tentative ideas, not knowing the right answer, and developing the skill of posing — not just solving — interesting problems.



Ellen Barger

Ellen Barger is Associate Superintendent, C&I, for the Santa Barbara County Education Office. She serves as the chair of Curricular and Improvement Support Committee (CISC) of the CA County Superintendents, has been the chair of the CISC Mathematics Subcommittee since 2014, and serves on the California Mathematics Education Collaborative (CMEC). An educator for more than 35 years, Ellen holds degrees in Early and Middle Childhood Education, and Secondary/Mathematics Education. She was part of the team who presented the Mathematics Framework with the California Department of Education (CDE) to the State Board of Education in July. In addition to her love of teaching and learning, Ellen enjoys hiking and backpacking and serves on the board of the Music Academy of the West.





Veronica Castro

Veronica Castro earned her bachelor's degree in Early Childhood Studies at Northern Illinois University and her master's degree in Early Childhood Teaching from Erikson Institute. She taught for 8 years in bilingual classrooms across Chicago from PreK through 3rd grade before becoming a math coach with Erikson Institute's Early Math Collaborative in 2009. Since then, she has discovered a new appreciation for math and continues to develop as a mathematician alongside the teachers and students that she has the privilege to work with.



Lisa Ferguson

For more than 25 years, Lisa Ferguson has served as an early childhood education professional, focusing on language and literacy, math development and play. As a classroom teacher, professional development facilitator, math content developer, coach, university instructor, and conference presenter, Lisa has worked with teachers, administrators and parents across the country. Lisa currently works with the Early Math Collaborative and the Early Teaching and Learning Academy at Erikson Institute. She also serves on the board of the Illinois Chapter of Reach Out & Read and is an author of *Bringing Baby Home*, in partnership with the Illinois Department of Public Health and the Chicago Mayor's Office. Lisa holds a Master of Arts in Teaching in Early Childhood Education from National-Louis University. She lives in Chicago with her husband, Jon, but her heart is really in New York City where her son and daughter live.



Megan Franke

Megan Franke, a professor of education at UCLA, supports and studies teachers as they make use of research based information about the development of children's mathematical thinking (CGI). She works with students, teachers, and schools to challenge inequities and create opportunities for each of our students to learn with understanding. She is an author of *Children's Mathematics*, *Young Children's Mathematics* and NAEYC's *The Young Child and Mathematics*, and *Choral Counting & Counting Collections*.





Madhu Govind Kapoor



Madhu Govind Kapoor is a Research Associate at WestEd and contributes to content development and evaluation work for the California Statewide Early Math Initiative. Her areas of expertise include early childhood technology, teacher and family engagement around early STEM learning, and teacher professional development. Prior to joining WestEd, Dr. Kapoor has taught middle school math, developed early STEM curricula and professional learning resources, and conducted research on young children's engagement with robotics and play-based computational thinking tools. She received a PhD in Child Study & Human Development from Tufts University. In her spare time, Dr. Kapoor enjoys dancing, crafting, traveling, and spending time with family.

Monique Guidry

Monique Guidry, a San Francisco native, is the Owner/Director of Guidry's Early Care & Education Program, a multi-aged family child care home in San Francisco's OMI-Lakeview neighborhood. She has spent the past 27 years educating and providing care to young children while expressing a deep passion and providing unrelenting advocacy for children, families, and other Early Childhood Educators (ECE). She co-founded the African American Early Childhood Educators organization, which addresses racial disparities in the Black ECE community of San Francisco. Monique is a member of the Child Care Planning and Advisory Council, the Early Childhood Community Oversight and Advisory Committee, Low Income Investment Fund's National ECE Practitioners Advisory Committee, and Build Up California Advisory Board. She has served the California Early Childhood Mentor Program for over 25 years as a Mentor Teacher and Selection Committee member and is Past President of the Family Child Care Association of San Francisco. In addition to Monique's professional expertise, her parents (Louis & Alice Guidry) taught her the value of being part of a community and giving back, always emphasizing, "Community is an extended family." She has devoted her entire life to service in her community. She is a member of the OMI Community Collaborative, Young Ladies Institute, and Invest Black. Monique lives in San Francisco with her husband and their teenage son – an accomplished artist!





Wendy Hernandez

Wendy Hernandez is the P-3 Alignment Content Coordinator for the Office of the Fresno County Superintendent of Schools (FCSS). With 32 years of experience in early education, Wendy promotes quality education for all children. As a former teacher, Mathematics Instructional Coach, and Site and District Administrator, she impacted student learning. The school site she led went from the lowest to become the highest readers in the district receiving the California Gold Ribbon Award. Wendy is a member of the Fresno County Local Planning Council, The Children's Movement, and a fellow for The Center for District Innovation and Leadership in Early Education.

Rebeca Itzkowich

Rebeca Itzkowich is the Director of Project Connect, a professional development program for kindergarten teachers through a learning partnership between Erikson Institute and the Illinois State Board of Education. She has taught preschool through grade 2 in Mexico, Spain, and the United States. For the past 20 years, she has been a teacher educator for pre-service and in-service teachers with a focus on language development, bilingualism, bi-literacy, and early mathematics. She works as an instructional coach with early childhood teachers and administrators in public schools and community-based organizations.



Donna M. Johnson

Donna Johnson, MS, is the Assistant Director of School Supports of the Erikson Early Math Collaborative and a member of the Center for Family Math. Much of her work with the Early Math Collaborative is focused on providing math-focused professional development and coaching for caregivers of children 0-3 years old and PreK-5th grade teachers and providing instructional support to administrators and site directors around math instruction. Donna holds a master's degree in mechanical engineering and her passion for teaching and learning led her from engineering into education, where she taught children of all ages in nontraditional settings for over 15 years. Donna is one of the authors of *Big Ideas of Early Mathematics*; *What Teachers of Young Children Need to Know*, and *Growing Mathematical Minds*. An avid reader, quilter, and puzzler, Donna is the mother of 5 adult daughters and 7 grandchildren. She lives in Chicago, IL with her husband Doug.





Tracy Johnson

Tracy Johnson has worked in early childhood education for over 40 years. She is the Northern California Area Manager for the Program for Infant Toddler Care (PITC) Regional Support Network (RSN) at WestEd. She coordinates and manages PITC RSN northern California staff and activities. She also serves as the Online Program Manager and coordinates all online course offerings. Tracy 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. She has also worked as a parent educator and is Associate Faculty in the Child Development Department at Santa Rosa Junior College where she teaches online courses. She received a BA in Women's Studies from the University of California, Santa Cruz, and a master's degree in early childhood special education, with an infant/toddler emphasis, from San Francisco State University. She is also a fellow in the Napa Parent-Infant Post Graduate Mental Health Program.



Ryoko Matsumoto

Ryoko Matsumoto is a curious educator and experience designer at the Exploratorium's Tinkering Studio in San Francisco. She holds an M.Ed in Educational Psychology and School Counseling. Initially discovering her interest in the pedagogy of learning through making and tinkering, her journey led her to serve as a museum educator at the Children's Art Museum and Park in Japan. With a joyful transition to the Tinkering Studio, she has been instrumental in developing, testing, and facilitating hands-on learning experiences that blend art, science, and technology. Throughout her career, Ryoko has developed and facilitated numerous workshops that showcase the harmonious integration of these domains, while passionately advocating for tinkering as a pedagogy for learning.





Sheila Norman

Sheila Norman, M.A. is adjunct faculty at City College of San Francisco and a former lecturer for San Francisco State University. Prior to working in higher education, Sheila owned and directed, Candlelight Child Development Center, a private NAEYC Accredited San Francisco preschool for 18 years. Mrs. Norman is a certified trainer for the Program for Infant Toddler Care (PITC), a parent educator, private consultant, trainer, and mentor. Sheila is the mother of three children and has 3 grandchildren.



Kevin Schaefer

Kevin Schaefer is currently the Director of Equity and Inclusive Practices for the El Dorado SELPAs. He works diligently to improve educational outcomes for students with disabilities through providing high quality leadership and support to the California Department of Education and LEAs throughout the state. Additionally, he provides organizational support through his work in promoting continuous improvement processes and alignment of initiatives that focus on creating enabling least restrictive environments that honor the diversity of learners across general and special education settings. Kevin believes that data-based decision-making, open and honest communication pathways, vulnerability-based trust and self-reflection among team members, deep level family engagement, and ongoing analysis of organizational culture, practice, and policy development is foundational to this work. His varied background in education has led to expertise in the areas of systems change and inclusive educational practices that benefit all students.



Jenine Schmidt

Jenine Schmidt is an Early Childhood Program Associate at WestEd. Schmidt holds expertise in early childhood development and culturally responsive pedagogy. Currently, Schmidt is developing early math resources to support professional learning providers throughout California. She also co-develops data collection protocols and gathers data directly from families in her role on a federally funded model demonstration project focused on supporting young children with delays and disabilities. She was the lead writer of a family engagement toolkit for educators who work with dual language learners. Her roles have also involved coaching state preschool family liaisons, developing materials that build the capacity of families to engage in children's education at home and school, providing technical support to a family engagement program, and facilitating professional learning communities for preschool staff. At a private college, Schmidt taught graduate-level research methodology and led mixed-age laboratory preschool classrooms. Schmidt mentored preservice teachers in child development and learning theory, strategies for supporting children with special needs, anti-bias approaches to education, and reflective practice.



Heather Snipes

Heather Snipes has over 15 years of experience in early education ranging from college lab settings, Tribal Head Start, private preschool, and prior to her current position, Director of a state preschool program in Northern California. Heather has been instrumental in developing successful inclusive preschool models that can be scaled up into the elementary grades and beyond. She has been an advocate for access to high quality early childhood experiences and continues to emphasize the importance of collaboration in order to nurture a strong foundation of trust and partnership between each child's home and school setting from day one. Her background in early childhood education, knowledge of the public school system, and experience with the IEP process, allows her to provide a unique perspective on learning environments, student transitions, and relationship building as a cornerstone for quality inclusive practices across the educational continuum.

