

**IN FOCUS: BENCHMARKS OF HIGH-QUALITY PRE-K****May 16, 2007****Speaker Bios****KIM MCCLENNAHAN MEANS**

Kim McClennahan Means is an Associate Executive Director at the National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood teachers and others working with children from birth through age eight. NAEYC has more than 100,000 members, and a national network of nearly 450 regional, state and local affiliates.

Ms. Means joined NAEYC in 1991 as an accreditation coordinator, organizing validation visits of programs in a 15-state region, and meetings of the NAEYC commissions where final decisions are made regarding each program's accreditation. From 1999 to 2001, she worked in a consulting firm, where she was responsible for program quality at federal and private employer-sponsored child care programs nationwide.

In 2001, Ms. Means returned to NAEYC and in 2004, was promoted to direct the NAEYC's Academy for Early Childhood Program Accreditation. NAEYC's Accreditation program for young children is the nation's largest voluntary accreditation system for early childhood programs. It is widely recognized as a mark of a high-quality early childhood programs, and as a resource for families looking for programs for their children. NAEYC Accreditation has grown dramatically since its inception in 1985. Currently there are more than 11,000 accredited programs serving more than 1 million children.

Ms. Means has a Bachelor's degree in Early Childhood Education from the University of Oklahoma, and a Master's degree in Child Development from the University of Maryland. She is the proud mother of 2 girls, ages 10 and 13.

**ROBERT (BOB) PIANTA**

Robert C. Pianta, Ph.D., is the Novartis US Foundation Professor in the Curry School of Education, and Professor of Psychology at the University of Virginia, where he also directs the University of Virginia's Center for Advanced Study of Teaching and Learning. A former special education teacher, Dr. Pianta's research and policy interests are research on classroom settings, their contributions to child outcomes in preschool and the early school years, and how to improve teaching and learning in classrooms.

Dr. Pianta has published more than 300 scholarly papers, the majority having a focus on schooling and development in early childhood. He is the lead author of several influential books related to early childhood and elementary education and is the senior author and developer of the Classroom Assessment Scoring System (CLASS), a method for assessing teacher/classroom quality being used in many large-scale applications.

Dr. Pianta is Principal Investigator and Director of the Institute of Education Sciences National Center for Research on Early Childhood Education and is Principal Investigator of MyTeachingPartner, a National Institute of Child Health and Human Development (NICHD)-funded clinical trial evaluation of web-based support for teachers in pre-kindergarten classrooms. He is also Principal Investigator on the NICHD Study of Early Child Care and Youth Development, a ten-site study of the effects of child care on the development of more than 1,300 children across the United States, and on the National Center for Early Development and Learning's eleven-state study of pre-kindergarten programs and their effects on children's competence. Dr. Pianta is also Program Director of the University of Virginia's interdisciplinary doctoral training program in

education sciences and Editor of the *Journal of School Psychology*. He consults with numerous foundations and agencies regarding early childhood issues.

**BARBARA T. BOWMAN**

Currently, Barbara Bowman is a Professor at Erikson Institute and Chief Officer of Early Childhood Education for the Chicago Public Schools. She attended Sarah Lawrence College and the University of Chicago, where she received a MA degree in 1952. She holds honorary degrees from Bank Street College, Roosevelt University, Dominican University, Governors State University and Wheelock College.

Bowman is one of three faculty members who founded Erikson Institute in 1966 and is past president of the Institute. She had experience teaching at preschool and primary levels as well as in colleges and universities. She now teaches at Erikson Institute and administers preschool programs and professional development for pre-kindergarten and kindergarten programs in the Chicago Public Schools. She has over 50 publications, including articles, book chapters, and edited volumes. She is a frequent speaker at conferences and at universities in the United States and abroad. Her specialty areas are early education, cultural diversity, and education of at-risk children.

In addition to administration, teaching, writing, and speaking, Bowman has directed a wide range of projects, including ones for Head Start, the Department of Children and Family Services, and Native American reservations. She is co-director and investigator on projects in the Erikson Center for the Study of Young Children: Race, Class, and Culture. Her most recent work is co-investigator on a survey of teaching standards addressing diversity in early childhood teacher education programs.

Bowman has served on numerous professional boards, including the Family Resource Coalition and the National Association for the Education of Young Children, of which she was President (1980-82). Currently she is on the boards of the Great Books Foundation, the Chicago Library Foundation, and Roosevelt University. She has served on a variety of professional committees, including the Panel on Day Care Policy for the National Research Council, the Leadership Initiative for the National Black Children Development Institute, the Committee on the Prevention of Reading Difficulties In Young Children for the National Research Council and the Advisory Council on Early Childhood Education of the Illinois State Board of Education and Chicago Public Schools. She chaired the Committee on Early Childhood Pedagogy for the National Research Council.