

Jeroen Aarssen, The Netherlands



Jeroen Aarssen is working as ECEC adviser and trainer at Sardes Educational Services in Utrecht, Netherlands (focus areas: language development, multilingualism, executive function/ self-regulation). He is project leader of a large-scale, nationwide training program TINK (Language and Interaction Skills in Child Care), and of a European project about multilingual approaches for young refugee children. He has a PhD in Applied Linguistics (dissertation on bilingual language acquisition of Turkish children in The Netherlands, Tilburg University 1996). In December 2015, he organised the first ProLEER meeting in Utrecht, the Netherlands, on Multilingual ECEC in International Perspective. He contributed to the report “Starting Strong III” by OECD (2012) by providing content input for the chapter on family and community involvement. He was involved in a number of ECEC projects in Turkey, for example:

- As international expert in the project Child-Friendly Street in Ankara, financed by the Ankara Development Agency (2013-2014);
- As initiator, coordinator and trainer of the Early Childhood Development Diploma Course for Mid-Career Professionals in Turkey (2009-2011), financed by the Bernard van Leer Foundation;
- As project leader, trainer, adviser in the No child left behind (Hiçbir çocuk geride kalmayın) preschool project in Turkey (2008-2009);
- As project leader, trainer, adviser in the project Widespreading and increasing the quality of preschool education in Turkey (2006-2007).

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Gladys Aguilar, U.S.A.



Gladys Aguilar is a PhD student in the Human Development, Teaching and Learning concentration at the Harvard Graduate School of Education. Her research focus involves Latino children's first and second language acquisition and its relation to early literacy. Additionally, she is interested in the impact of bilingualism on minority children's cognitive, socio-emotional, and language development and the role of parents and teachers in this development. With a bachelor's degree from Loyola Marymount University and a master's degree in counseling psychology, Gladys began serving children and families in vulnerable communities as an English-Spanish bilingual mental health professional primarily in preK-6 educational settings. In addition to providing counseling, consultation, and staff development, she coordinated various school-wide programs, including the California Department of Mental Health Primary Intervention Program. After earning her multiple-subject teaching credential and BCLAD (Bilingual, Cross Cultural, Language and Academic Development) certification, Gladys taught in Structured English Immersion, Dual Language, Late Exit, and Early Exit Bilingual programs in Southern California urban school districts serving predominantly language minority students.

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Gilberto Alfaro, Costa Rica



Gilberto Alfaro-Varela is executive director of the National Accreditation Agency of Costa Rica (SINAES). He is responsible for organizational strategic and operations, as well as overseeing the daily operations. With 150 university programs involved in accreditation processes, SINAES serves as the leading institution promoting high quality educational programs, accreditation professional development and standards at the university level. Before joining SINAES, Gilberto has held multiple leadership positions: University professor at the Doctoral program of Education of the University of Costa Rica, Regional Coordinator in Central America of a program oriented to improve the quality of teacher preparation programs, Collaborator with programs of UNESCO in Costa Rica working with teachers, professor at the National University of Costa Rica.. He is the author of a number of articles, reports on various topics and facilitator of workshops in different countries. Gilberto holds a bachelor's degree in teaching chemistry from the National University of Costa Rica, a master's degree in Education from Harvard University and a Ph.D. in Science Education from Florida State University. *Gilberto is the ProLEER Country Coordinator for Costa Rica.*

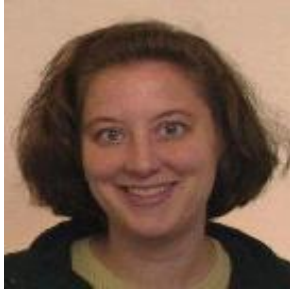
Claudia Aparicio, Colombia



Claudia Aparicio is CEO at Dividendo, a non profit entity that represents United Way Worldwide (UW) in Colombia. We have the mission to create learning opportunities for children and adolescents throughout lifetime, without obstacles and delays. This scope includes prevention and attention actions towards the suppression of dropout factors in Public Schools to make them and the whole Education System, more sensible and inclusive. With a team of 31 employees in 4 principal cities of the country, operates with an annual budget of USD 4M Has a Board of Directors of 18 business and community leaders. Dividendo por Colombia associate 177 companies, 7.000 volunteers and 21.000 individual donors all around the country. By 2020, we envision to become the preferred social impact investment platform in Colombia. Claudia is a lawyer; she has a Master degree in international law. Also, she has a wide background in management, innovation and philanthropy, focused on human rights and education.

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Jocelyn Bowne, USA



Jocelyn Bonnes Bowne is a post-doctoral fellow with Frontiers of Innovation at the Center on the Developing Child, supporting collaborations between researchers, practitioners and policy makers to develop and test innovative approaches to working with families and children facing significant adversity. Her research focuses on understanding the processes by which families and early childhood programs can support key aspects of development, both in the U.S. and in low- and middle-income countries. Jocelyn is particularly interested in understanding the nature of teacher-child classroom interactions and relationships with child outcomes. She has translated research for practitioners through work as a research assistant with the Center on the Developing Child and has worked with local schools to support better collaborations with parents. Prior to her graduate work, she was an early childhood teacher for ten years in New York City.

Kees Broekhof, The Netherlands



Kees Broekhof is a senior consultant at Sardes Educational Services, in the Netherlands. He has conducted research on language education, parental involvement and the use of computers in education. He has developed and trialed inservice training programs for early childhood education workers and librarians in the domains of interactive language education, parental involvement and family portfolios. He also works with primary schools, training teams of school teachers in didactic skills for language teaching and helping teachers to reflect on this aspect of their work. Kees is currently involved in developing an out- of- school approach for improving the language development of talented elementary school students from immigrant backgrounds. *Kees is a member of the ProLEER Steering Committee and Country Coordinator for the Netherlands.*

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María de los Angeles Carpio, Costa Rica



María de los Ángeles Carpio Brenes is a professor of Special Education at the Faculty of Education, a researcher at the Institute for Research in Education (INIE) at the University of Costa Rica (UCR). This university is one of the most prestigious and recognized in Latin America, occupies the position 18 in the Quacquarelli Symonds Limited of 2016, and the position 501 worldwide. Prior to working at the UCR, María worked as a teacher of educational support in Special Education services in Intellectual Disability of the Ministry of Public Education of Costa Rica. She is the author of several articles and a teaching method of reading and writing called Pictophonetic Strategies. María holds a degree in Special Education from the University of Costa Rica, a Master's Degree in Psychopedagogy from Universidad de La Salle in Costa Rica, and a PhD in Education from the Universidad Autónoma de Madrid in Spain.

Daniela Cerdas, Costa Rica



Daniela Cerdas Espinoza is a journalist at La Nación newspaper, in Costa Rica. She informs about the costarican education. This includes information about the learning in schools, high schools and universities. Also, she reports about the learning policies in public education. She likes to embrace the social implications of deficient and good education, wich includes reports about a good and bad practices. She has been working for six years at la La Nación. This newspaper was founded in 1947, is one of the most respected media in the country.

Ivana Corrado, Argentina



Ivana Corrado is a practitioner and researcher in Educational Psychology based in Buenos Aires Argentina. She is an active private counselor, and a member of “Lean”, an academic group that conducts research on reading development, reading comprehension and working memory. She is also a member of “*Jel Aprendizaje*,” a professional group focusing on diagnoses and treatment of children with learning disabilities, and collaborates on research on reading and math. Both groups have the philosophy of bridging the gap between research and practice. Ms Corrado is an Adjunct Professor at the University of San Martin in Buenos Aires where she conducts research on “Rapid Naming”, towards obtaining normative data for the RAN/RAS test for the Buenos Aires children population. Prof. Corrado has a degree in Preschool Education from *Instituto Sara Eccleston* in Buenos Aires, a professional degree in Educational Psychology (*Licenciada en Psicopedagogía*) from *Universidad del Salvador* in Buenos Aires, and a Masters Degree in Child Development from Tufts University, USA.

Guiselle Cruz Maduro, Costa Rica



Giselle Cruz Maduro, is an advisor to the Minister of Education of Costa Rica. She has been a career professional with the Ministry of Education for the past 20 years, holding a number of key posts from Director of Curriculum Development to being in charge of student Evaluation in the national evaluation department. She holds a master’s in educational evaluation and educational administration.

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Carol da Silva, USA



Carol DeShano da Silva is currently the Senior Advisor for Basic Education at Save the Children, providing thought leadership and technical guidance to basic education programming in literacy, numeracy, education in conflict and fragile environments. Her main areas of expertise are in education in developing countries, bilingual education, and early grade reading. She has consulted or worked on education projects for USAID, The World Bank, and FHI 360, among other international organizations. She has taught courses at the Harvard Graduate School of Education, The College of the Holy Cross, and American University, where she helped develop a new master's degree program in Bilingual Education. Dr. da Silva has worked or conducted educational research in Brazil, Costa Rica, Mexico, Mozambique, Peru, and Uganda. Dr. da Silva holds an Ed.M. and Ed.D. from Harvard University.

Orville M. Disdier, Puerto Rico



Orville Manuel Disdier-Flores holds a Bachelor of Natural Sciences, a Master of Science in Epidemiology and an Ed.D. in Education with a specialization in Leadership. He is currently a Senior Project Manager at the Puerto Rico Institute of Statistics (PRIS), where he specializes in research on education and social affairs, directs the Program of Academies and Workshops, and coordinates multiple research series. Since the PRIS began operation in 2009, the PRIS has sought to promote changes to Puerto Rico's statistical and data gathering systems, ensuring universal and timely access to comprehensive and reliable statistics, including education and social data. It has also acted as center point to facilitate and encourage statistical research in Puerto Rico. Before joining the PRIS, Dr. Disdier has held multiple research and leadership positions: from co-founder of the Puerto Rico Diabetes and Data Management Center – where he specialized as an epidemiologist, researcher and educator of health professionals; to Assistant and Advisor for Research and Statistical Data to the Secretary of Health of Puerto Rico. Dr. Disdier is the author of a number of research papers, articles and statistical reports on various topics such as diabetes, adult literacy, child maltreatment, and school dropout early warning systems. He is also a professor at Columbia Central University, where he designs and teaches statistics and ethics courses on-line and in person.

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Macarena Escudero, Chile



Macarena Escudero is the executive director of Fundación Educacional ALMA, in Santiago, Chile. She is responsible for designing and implementing the fostering early literacy and socio-emotional development program, that since in 2013, has benefited 575 children between 4 and 5 years old and their families who live in vulnerable areas in Santiago, Chile. An early Childhood Education in the Faculty of Education of the Universidad del Desarrollo, teaching the course in "family and community networks" within vulnerable areas and "unconventional educational programs" in shelters and hospital classrooms, and supervising undergraduate students. She studied pre-primary education at Pontificia Universidad Católica de Chile and holds a Diploma in Safe Bonding.

Katia Esther Franco Armenta, Colombia



Katy is a member of the National Commission for the Follow-up of the Ten-Year Plan for Education 2006 - 2016 of Colombia. Graduated in Education from the University of San Buenaventura and specialist in Social Management from the Pontificia Universidad Javeriana de Cali. In Comfandi, she designs and ensures the implementation of policies and strategies that guarantee the development and fulfillment of the education and culture program. She worked as Comfenalco Education and Culture Manager, from 1996 to 2006, where she led projects such as: Technical Education Institute, Training School, Pléyade Program, Excálibur Program, Cuclí-cuclí Program and Integral care for the child. In addition, in the Educational Center Administration Center (Cenda) held various positions such as: Coordinator of the Professional Technical Program in Physical Education and Recreation and Technical Therapy Sports Program, Pedagogical Practice Supervisor and teacher of the Bachelor Program in Pre-school Education and Education Artistic.

Joanna Giota, Sweden



Joanna Giota is Professor in Education at University of Gothenburg, Department of education and special education, Sweden and a Visiting Scholar at HGSE this academic year. She has been working within different research and evaluation projects at the University of Gothenburg since 1989. For example, Giota has evaluated the pedagogical quality in at least 150 preschools in Sweden by using the ECERS (Early Childhood Rating Scale) and compared the conditions for establishing and maintaining high quality preschools with conditions in Germany and South Korea. Giota has trained preschool teachers and principals in many municipalities in Sweden in the how to use the ECERS and other rating scales in preschools and primary schools for enhancing teacher competence and creating optimal learning environments. The last 5 years she has been a consultant for Malmö on their yearly systematic quality assessments on how preschools and compulsory schools meet national curriculum requirements in areas such as mathematics, language and mother tongue support. The goal is to offer education of equal quality to all children, based on the vision that preschools and schools should compensate for social inequities. Giota's main research interests concern also adolescents' motivation to learn in school, self-concept, well-being and achievement. She is also interested in factors at different levels, such as special education support and teaching quality, curricula and school reforms that are enhancing or restraining adolescents' growth and development in school over time. Most of her studies are based on nationally representative longitudinal data collected within The Gothenburg Educational Longitudinal Database. Her research studies are of importance for school development, teacher education and policy making.

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Paola Andrea Guerrero Rosada, Colombia



Paola Andrea Guerrero Rosada is a Psychologist from Universidad del Valle (Cali, Colombia) and Master in Psychology from Universidad de Los Andes (Bogotá, Colombia). She is the Director of the Undergraduate Programs in Education at Universidad de Los Andes. She has taught courses in Child development, Measurement, and Educational Psychology. She has been the Research Coordinator for CELQI (Colombian Early Learning Quality Instrument) and the “Early child care education and children’s development in Colombia” project. She is co-researcher in the Evaluation of Professional Development Program for Early Childhood Education Teachers (with Carolina Maldonado and Eduardo Escallón). Her research is focused in how the quality of classrooms in low-income contexts promotes gains in children’s high order thinking skills

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Jacqueline Hernández, Perú



Jacqueline Hernández is the general manager of Fundación Baltazar y Nicolás (FByN). She is responsible for guiding the implementation of a high-quality, holistic early-childhood program focused on early stages of pregnancy through three year old children. FByN Peruvian early childhood community centers are developed to reach families living in a situation of extreme urban poverty. The main objective is to strengthen parent child relationships. These centers seek to create secure, welcoming spaces where trained professionals (educational psychologists and teachers) support families. FByN dreams of a world where children have access to opportunities which allow them to develop their maximum potential and break down cycles of poverty and inequality. For that reason, FByN also considers communication as an important implementation strategy. This year the organization wants to launch a nation-wide campaign in order to disseminate key information about early childhood care and development to low income families around the country. Before joining FByN, Jacqueline has held other leadership positions including: CEO of TECHO, a youth led non-profit organization in Latin America & the Caribbean that seeks to overcome poverty in slums. There her work included low income community organization, development, and management. She also participated in Peru's strategic government plan for early childhood development in the Ministry of social inclusion and development – where she specialized in early childhood development. Jacqueline is an economist with a bachelor's degree from Pacifico University and specializations in low income community development and corporate social responsibility.

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Camilla Korder, Perú



Camilla Korder Fort is the CEO and Co-founder of Luminario, a private initiative that is building a professional development program for public preschool teachers in Lima, Peru. The program will focus on improving the quality of classroom interactions to strengthen emergent literacy. Although Camilla has always been interested in improving education to drive economic growth and well-being in Peru, this is her first experience in education. She previously worked at HSBC in New York financing infrastructure, mining and power projects throughout the Americas. Camilla has a Bachelor of Arts in History from Barnard College at Columbia University.

Eleonora Lasala, Argentina



Eleonora Lasala is a practitioner and researcher in Educational Psychology in her hometown of Buenos Aires Argentina. Her practice includes working with elementary school age children as a school psychologist and special educator. In her private practice she applies cutting edge programs and strategies that enable her clients to become readers and learners. Ms Lasala is also a researcher. She is a member of “Lean”, an interdisciplinary group specialized in educational research and its applications. She conducts ongoing research on reading development, reading comprehension and working memory. Currently, she is working on Rapid Naming, towards obtaining normative data for the RAN/RAS test for Buenos Aires elementary school age population. She is a co-author of Lee Comprensivamente, an instructional program to enhance reading comprehension in children. This work is based on Oakhill & Cain research, who are actively involved in a collaborative effort to bring such program to the UK. Ms Lasala is a Professor at the University of San Martin in Buenos Aires. She has a professional degree in Educational Psychology (Licenciada en Psicopedagogía) from Universidad Caece in Buenos Aires. She is vice-president of Disfam Argentina, (Disfam, Dislexia y Familia), an association whose purpose is to promote the understanding and awareness of dyslexia in Argentina, a country where such awareness is often limited.

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Diana Leyva, USA



Diana Leyva is the Nancy Ackers & J. Masson Wallace Assistant Professor of Psychology at Davidson College, NC. She earned her doctorate in Developmental Psychology at Clark University and was a post-doctoral fellow and lecturer in Education at the Harvard Graduate School of Education, where she worked with Catherine Snow and Hiro Yoshikawa. Diana was project director of Un Buen Comienzo (A Good Beginning), a randomized controlled trial evaluation of a teacher professional development program in Chile. She specializes in parenting practices and its influences on the development of children's language, literacy and socioemotional abilities in the preschool and early elementary years. Diana has conducted both correlational and intervention studies focused on parents from low-income and ethnically diverse backgrounds and their children. She has published in top peer-reviewed journals including *Child Development*, *Developmental Psychology*, *Early Childhood Research Quarterly* and *Journal of Cognition and Development*.

José Luis Linaza, Spain



Jose Linaza is full University Professor at the Universidad Autonoma in Madrid (UAM) since 1988. He did his Ph.D. thesis at Oxford University under the supervision of Prof. Jerome Bruner. He has been invited to universities like California at Berkeley (1982) or Harvard (1996-97) in USA or PUCP in Lima and UNP in Piura, both in Peru. Coordinator for Social Sciences Research Projects at the ANEP (National Agency for Evaluation and Prospective). He was also Vice-chancellor of the UAM (1985-87) and Head of the Developmental Psychology Department for over a decade. He is founder and the President of the Spanish Foundation Fundacion Educacion y Desarrollo (FED). In the last 8 years, in a joint action between UAM and FED, he has established a program for graduate students in several fields (education, psychology, anthropology, biology, etc.), from several Spanish universities, to accomplish their professional training in public schools of the city of Piura (Peru). They have also set up a network of playgroups in very poor headquarters of Piura where over 5.000 children have 2 hours of play 2 or 3 days per week. A "corner" of children's books is present in several of these playgroups.

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Armida Lizárraga, Perú



Armida Lizárraga is an advisor, consultant, and educational researcher with expertise in curriculum and research design, monitoring and evaluation, grant writing, and educational material development. Her primary field is children's language and literacy development in educational settings, especially with multilingual populations, though she has done work in other areas including U.S. education policy, IB curriculum design, international educational policy, teacher training, and early childhood education. Armida worked as a teacher in international schools in Spain, Brazil, and Peru. She has also taught in the U.S. public school system. She worked for 4 years as a Research Associate and Project Manager for the Language Minority and Literacy Diversity Research Group at Harvard University where she obtained an Ed.M. in 2008 in Language and Literacy and International Education Policy. In Peru, she has worked on a qualitative analysis for a randomized evaluation for Innovations for Poverty Action Lab to evaluate a Math and Science curriculum implemented in rural and urban elementary classrooms. She also worked for RTI/USAID Nicaragua designing a literacy module and training the national technical team for teachers (K-3rd grade) as part of a public private partnership. She was the lead researcher for the Estudio 3 regiones in Peru, which sought to understand teacher's literacy practices and knowledge in K-3 classrooms. She was the project coordinator of the Learning for All project, a Harvard University comparative three-country study. She is currently the Project Development Advisor. Previously she worked as a consultant for the China Talent Education Group and the Strategic Education Research Partnership (SERP). She lives in Lima, Peru. *Armida is the ProLEER Country Coordinator for Peru.*

María Adelaida López



María Adelaida is the Executive Director of AeioTU. She is a well-known Colombian artist, and an expert in the Reggio Emilia philosophy. She has been a university professor, guest artist and speaker. She worked for nine years as an atelierista and pedagogist for early childhood in a center inspired by the Reggio Emilia educational philosophy; she was also the Pedagogical Director in aeioTU for 9 years. She has been a member and collaborator of national associations for early childhood in the United States. Graduate in Plastic Arts from the Universidad Nacional de Colombia, she obtained her masters in

Arts at the Pennsylvania arts academy. She has participated in different workshops and seminars about art, education and the Reggio Emilia Philosophy, which took place in different institutions including the United Way Center for Excellence in Early Education, Harvard University, Loris Malaguzzi International Center, Massachusetts University, and the North American Reggio Emilia Alliance, among others. As a Pedagogist/Atelierista in The Joy of Learning (A center for early childhood in Miami, inspired by the Reggio Emilia Philosophy), she was able to give the center the educational consistency and of participation in the community that took it to be one of the most important centers in the state of Florida. She was an adviser at United Way Center for Excellence for four years and a founding member of the Visible Thinking Miami – Action Research Group for Early Childhood Education.

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Carolina Maldonado, Colombia



Maldonado-Carreño is an Associate Professor in the School of Education at Universidad de Los Andes. She holds a Ph.D. in Psychology in Education from the University of Pittsburgh. Dr. Maldonado-Carreño has interdisciplinary training in developmental psychology and early childhood education and she combines qualitative and quantitative research methods to study associations between the quality of early care and education and children's development. She has extensive experience doing classroom observations and assessing children's development in Colombian pre-K classrooms. She has also studied the implications of teacher-child relationships and other classroom characteristics for children's academic and socioemotional trajectories in the NICHD Study of Early Child Care and Youth Development, the ECLS-K, and the Three-City Study. During her time at Universidad de los Andes she has been Director of Graduate Studies in the Department of Psychology, and Academic Chair of the Faculty of Social Sciences. She is currently Academic Chair of the School of Education

Gloria Madrigal, Costa Rica

Gloria Madrigal, is a Board member of the Asociacion of Amigos del Aprendizaje, ADA, in Costa Rica. Prior to joining the Board she was a tutoring coordinator in ADA for 11 years, training and managing a group of adolescent that tutored "at risk" preschool children from the public school system in emergent literacy. She also serves as a mentor in Vital Voices of Costa Rica, mentoring women with small and medium companies. She is a former preschool teacher, and graduate of the University of Costa Rica.

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Jamie McTavish, Perú



Jamie McTavish is a social innovator at Breca Group's social impact laboratory. We design solutions that are innovative, sustainable, and scalable and that meet the social challenges of our business units and group's stakeholders. Jamie has focused on early childhood and/or teacher development throughout her career at the school, NGO, and technical institute level. She graduated from Barnard College and obtained a Masters in Education from Harvard Graduate School of Education. She

lives in Lima, Perú.

Nahalia Mesa, Colombia



Nathalia Mesa is strategic advisor to Fundacion Carulla - aeioTU, an organization that has had a key role in the transformation of the ECD sector in Colombia, South America. She was Executive Director of the organization for nine years, and was awarded the Ashoka Fellowship in 2016 for the innovative, sustainable impact model. She studied Business and Economics at the University of Georgia and worked before for 9 years with the AVINA Foundation promoting sustainable development throughout Latin America. *Natalia is the ProLEER Country Coordinator for Colombia.*

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Marigen Narea, Chile



Marigen Narea is assistant professor at Pontificia Universidad Católica de Chile's School of Psychology. Her research focuses on the impact of public policies and educational programs on early childhood development and family wellbeing, especially for the most vulnerable families. Her research lines are: analysis of public policies for early childhood, evaluation of early childhood interventions and work-life balance. Currently, she is studying how Chilean families are looking after their children during their three first years of life. In addition, she is analyzing the implementation of home visits. Marigen holds a PhD in Social Policy from the London School of Economics, a master's degree in Education and International Development from Boston University and a bachelor's degree in Psychology from Pontificia Universidad Católica de Chile.

Nicolas Ordonez, Colombia



Nicolas Ordonez is executive director of Corpoayapel, in Medellín, Colombia. They work in 3 strategic lines: education, health and environment in the municipality of Ayapel, Córdoba, but they are also working in early childhood education in two other municipalities: La Apartada and Montería. Corpoayapel attends 8.800 kids in this program. Nicolas is responsible for guiding the strategic direction, fund raising, and monitoring the daily operation of the organization. Before joining Corpoayapel, Nicolás worked for 10 years with the social movement of Sergio Fajardo, former mayor of Medellín and former governor of Antioquia, who led one of the biggest social transformations in Colombia, making big efforts and developments in education and legality. When Nicolás was working in the public sector with Fajardo he held advising positions in the government. Nicolas holds a bachelor's degree in Administrative Engineering from Escuela de Ingeniería de Antioquia and a master's degree in Humanistic Studies from EAFIT University.

Rufina Pearson, Argentina



Rufina Pearson is the founder and director of JEL Aprendizaje, an educational organization focusing on research, diagnostic and treatment of children with learning disabilities, teacher and professional training. Additionally, JEL Aprendizaje develops research based programs for promoting phonological awareness, reading and math learning. Dr Pearson is the coauthor of three educational programs that are implemented in schools and clinics along Latin America: "Kit de Conciencia Fonológica, JELK", "Juego de Estrategias Lectoras, JEL", and "Programa

de habilidades Matemáticas para el nivel inicial, JELMATK". During the last 14 years she has coordinated JEL Aprendizaje, supervising and continually training the professionals that conform the group. As a research team, they have conducted research on reading, dyslexia and bilingualism, as well as math learning. She is the counselor of APDES, an institution that brings together schools from across Argentina, where she conducts research and generates intervention programs, with the focus on bringing research to practice. She is an external professor of the Hospital Italiano postgraduate program. She has worked as School Psychologist for 10 years in "Buen Consejo", a school from a low SES background. In this Institution she has organized the learning center, trained teachers and run prevention and remediation programs to enhance reading and mathematics. Rufina has a PhD in Educational Psychology, from Universidad Católica Argentina. She also has a Master s Degree in Special Education from the University of British Columbia, Canada, where she worked in Linda Siegel's research Team. She has a professional degree in Educational Psychology from Universidad Católica Argentina.

Ana María Rodino , Costa Rica



Ana María Rodino is a Linguist and Educational Researcher for the project State of Costa Rican Education, where she has investigated on Early Childhood Education, Emergent Literacy, Costa Rican PISA results and Preschool Curriculum. She is currently a consultant for UNICEF working on policy guidelines on Early Childhood and Family Education for the Costa Rican Ministry of Education. She also consults for the Inter-American Institute of Human Rights on human rights and citizenship education. In this position she conducts applied research, curriculum and didactic materials development, and training of trainers, for both formal and non-formal settings. She has a special interest in teaching and research experience in the fields of Sociolinguistics, Discourse Analysis and Applied Linguistics (1st and 2nd Language and Literacy Development, Bilingual Education and Intercultural Communication). She obtained her Ed.D from Harvard Graduate School of Education. *Ana Maria is a member of the ProLEER Steering Committee.*

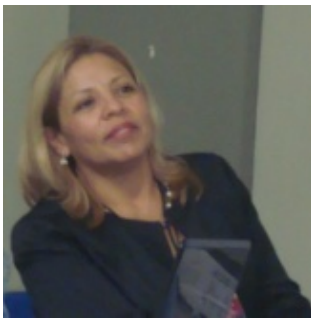
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Andrea Rolla, Chile



Andrea Rolla is a Postdoctoral Researcher at Harvard University and an advisor to the Un Buen Comienzo project in Chile, an interdisciplinary partnership with Fundación Educacional Oportunidad which seeks to improve the quality of early childhood education for at-risk Chilean children. She works on innovating professional development and classroom practice, training local team members, and conducting research on the project. Previously she worked for four years as a Senior Advisor at the Chilean Ministry of Education as well as at the U.S. Department of Education, the UK National Foundation for Education Research, the Pontifical Catholic University of Chile, and as a consultant in Colombia, Costa Rica, Chile, El Salvador, and the U.S. Andrea holds a B.A. in Literature as well as elementary school teacher certification from Princeton University, a masters degree in educational research from the University of Oxford, and a doctorate in education from Harvard University, having specialized in language and literacy development. *Andrea is Co-Chair of the 2017 ProLeer meeting, a member of the Steering Committee, and Country Coordinator for Chile.*

Silvia Romero-Contreras, México



Silvia Romero-Contreras is a faculty member of the Graduate School of Psychology at the Autonomous University of San Luis Potosí, where she coordinates the undergraduate program in Educational Psychology (Licenciatura en Psicopedagogía) and teaches courses in research methods, language, literacy and education, and is principal investigator of applied research projects on the development and implementation of research-based effective literacy practices and inclusive education. She holds a Doctorate degree in Education from Harvard University, a Masters in Linguistics from the National School of Anthropology in Mexico and a B. A. in Special Education from the University of the Americas in Mexico City. *Silvia is a member of the ProLEER Steering Committee.*

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Pauline Slot, The Netherlands



Pauline Slot is a researcher at Educational and Learning Sciences at Utrecht University. Her research interests concern structural and process quality of ECEC, and children's language and self-regulation skills development. Slot is involved in the national cohort study into effectiveness of ECEC in the Netherlands in which she mainly focused on different aspects of classroom quality. Slot was a researcher in the European CARE project focusing on aspects of ECEC quality across Europe. Also, she is involved in several other European projects in Denmark, Finland, Portugal, and Poland. From January 2017 she is working on a European study addressing social and educational inequality in which she will work on developing a professional development program for (ECEC) teachers targeted at multilingualism, diversity and inclusiveness.

Catherine Snow, USA



Catherine Snow is the Patricia Albjerg Graham Professor of Education, at the Harvard Graduate School of Education. She is an expert in the language and literacy development of children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low income children who have been followed for 15 years since age three; and following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners. Her book, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, is one of several efforts she is involved in to develop consensus among teacher-educators about what pre- and in-service elementary teachers need to know about language and literacy. Catherine is also a member of the ProLEER Steering Committee. *Catherine is the Chairwoman of the ProLEER Steering Committee.*

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Paola Uccelli, USA



Paola Uccelli is an Associate Professor at the Harvard Graduate School of Education. Paola Uccelli studies socio-cultural and individual differences in early language development and in academic literacy. With a background in linguistics, she explores how different language skills (at the lexical, grammatical, and discourse levels) interact with each other to either promote or hinder advances in language expression and comprehension. She earned her doctoral degree in Human Development and Psychology at the Harvard Graduate School of Education. After teaching various Spanish language and culture courses in the Department of Romance Languages and Literatures at Harvard University, she returned to the Harvard Graduate School of Education to work as a postdoctoral fellow in collaboration with the Center for Applied Special Technology (CAST) and the Center for Applied Linguistics (CAL). Funded by the Institute of Education Sciences, her postdoctoral research focused on the design and analysis of an innovative reading comprehension assessment and a universally-designed reading intervention. She is particularly interested in the challenges and possibilities faced by struggling students as they try to learn the academic discourse valued at school. Her current research focuses on language as a mediator of advanced literacy and academic achievement and she addresses questions such as how students learn to use a variety of discourse structures flexibly and effectively for diverse communicative purposes. Being a native of Perú, she is also interested in Latin America where she has participated in research conferences and workshops in several countries. *Paola is a member of the ProLEER Steering Committee.*

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Francisca Valenzuela, Chile



Francisca Valenzuela is Associate Dean in Academics for Faculty of Education at Universidad de los Andes, Santiago, Chile. She is responsible of academics themes in Early Childhood and Elementary Program, also in the one year program for Secondary Education. She is Associate Professor in Early Childhood Program, in charge of Oral Language and Literacy Courses. She has investigated on those topics, creating and validating tools to assess semantic awareness, phonological awareness. Also she is alternate director of a CORFO Project, to validate and scale a digital platform to assess Reading Difficulties on children from kinder to 4th grade, DIALECT (National Grant). She was part of the commission to elaborate national standards for initial teacher training, early childhood teachers (in charge of language area) and has participated in different initiatives at national level as a language expert. Has publications in the area and has participated in national and international congresses (Literacy Research Association (LRA); SILE/ISEL, among others). She is the author of white papers and articles on oral language and literacy. She is an Early Childhood Teacher and has a master's degree in Educational Psychology from Pontificia Universidad Católica de Chile.

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Eva Villalon-Soler, Puerto Rico

Eva Villalón-Soler is the Research and Public Policy Officer at Flamboyant Foundation's offices in Puerto Rico. She researches and analyzes key public education issues related to



Flamboyant's work, articulates Flamboyant's position on them and creates resources that capture and communicate what we're learning in the field. Through collaborations with partners in diverse sectors, Flamboyant Foundation, a private family foundation with offices in Puerto Rico and Washington, DC, works to improve the academic achievement of public school students. In Puerto Rico, Flamboyant Foundation is currently focused on increasing the amount of students who read

proficiently by third grade. Before she joined Flamboyant Foundation in 2014, Eva taught anthropology and social sciences at the University of Puerto Rico, Río Piedras and the School of Visual Arts of Puerto Rico, both public higher education institutions. She also worked as an independent translator and editor for a wide variety of academic and literary publications. Eva holds a Ph.D. in social anthropology from the University of Manchester, United Kingdom and a B.A. in anthropology from the University of Puerto Rico, Río Piedras Campus. *Eva is the ProLEER Coordinator for Puerto Rico.*

Eleonora Villegas-Reimers, USA



Eleonora Villegas-Reimers is a faculty member and Chair of the Department of Special and Elementary Education at Wheelock College where she has held other leadership positions including Dean of the School of Education and Child Life. Eleonora is also a member of the Board of the Massachusetts Department of Early Education and Care, the agency that oversees early childhood and care programs in the State. Eleonora has also served as an international consultant to a number of organizations (such

as UNESCO, the World Bank, and the Academy of Educational Development). Eleonora holds a bachelor's degree from the Universidad Católica Andrés Bello (Caracas, Venezuela), a master's and a doctoral degree from the Harvard Graduate School of Education.

Renata Villers, Costa Rica



Renata Villers is the Founder and Executive Director of Amigos del Aprendizaje, ADA www.ada.or.cr , a leading NGO dedicated to improving the quality of public education in Latin America, through improving teacher professional development in language and literacy instruction and promoting informed dialogue on educational issues of strategic importance. Since 2000, Ms. Villers is responsible for strategy, stakeholder relations, collaborations development and fundraising for ADA. She is a Fellow of the Aspen Global Leadership Network and the Central American Leadership Initiative; member of the advisory committee of the Estado de la Educacion Program in Costa Rica; and on the Advisory Committee of Fundacion Monge, with programs across Central America. Prior to founding ADA, Ms. Villers was a consultant in strategic planning, project management, and collaborations development for clients such as: Woman's World Banking, the Asian Development Bank, and the International Finance Corporation, and within Costa Rica, the National Institute of Biodiversity, and the Omar Dengo Foundation, among others. Ms. Villers holds a degree in economics *magna cum laude* from Harvard and an MBA from the Columbia Business School. Since 1991 she is a resident of Costa Rica, where her two daughters were born. *Renata is a member of the ProLEER Steering Committee and Co-Chair of the 2017 Meeting.*