

GLR Learning Tuesdays Webinar
Protecting the Building Blocks of Early Learning:
An Urgent Priority
May 26, 2020
Moderator, Presenter & Commentator Bios

Jacqueline Jones, Ph.D., Moderator

President and CEO, Foundation for Child Development



Jacqueline Jones has been a teacher, researcher, and policymaker. Currently, she is the President and CEO of the Foundation for Child Development. During the first term of the Obama administration, Dr. Jones served as Senior Advisor on Early Learning to Secretary of Education Arne Duncan and as the country's first Deputy Assistant Secretary for Policy and Early Learning in the US Department of Education. Prior to federal service she was the Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education, with responsibility for New Jersey's Abbott Preschool Program, with an annual budget of approximately \$550 million. For over 15 years Dr. Jones served as a Senior Research Scientist at the Educational Testing Service in Princeton where she and her colleagues explored appropriate assessment of young children in the areas of science and literacy. Dr. Jones has been a Visiting Associate Professor at the Harvard Graduate School of Education, and early in her career was a faculty member at Lehman College.

She has served as a member of the National Academy of Science's consensus committees that produced *Early Childhood Assessment: Why, What and How* and *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Dr. Jones attended Hunter College and earned both a masters and PhD from Northwestern University.

Dr. Pamela Cantor, Presenter

Founder and Senior Science Advisor, Turnaround for Children



Pamela Cantor, M.D. practiced child and adolescent psychiatry for nearly two decades, specializing in trauma. She founded [Turnaround for Children](#) in 2002, after co-authoring a study on the impact of the 9/11 attacks on NYC schoolchildren. In schools with high concentrations of children growing up in poverty, she saw students deeply affected by the adverse circumstances in their everyday lives, teachers struggling to meet the variable and often intense needs of their students, and principals who were unable to build environments that were safe and supportive. She recognized that the research from the fields of

developmental and learning science, adversity science and mental health on stress and the developing brain she had studied in medical school needed to be shared and translated for the systems that develop and educate our children.

Today, Turnaround translates scientific knowledge about how children develop and learn into integrated tools, resources and services for educators, school leaders, and school systems to establish the conditions and practices that drive learning and growth, so that *all* students thrive.

In 2016, Turnaround published "[Building Blocks for Learning](#)," a framework for comprehensive student development. The paper explores the roots of higher-order skills and mindsets, such as agency,

perseverance and academic tenacity that all children need to flourish and suggests a path to acquire them. In 2017, Dr. Cantor co-authored "[Building the Bridge Between Science and Practice: Essential Characteristics of a Translational Framework](#)" in the journal Mind, Brain and Education. In 2018, Applied Developmental Science published two papers co-authored by Dr. Cantor, "[Malleability, Plasticity, and Individuality: How Children Learn and Develop in Context](#)" and "[Drivers of Human Development: How Relationships and Context Shape Learning and Development](#)." Together, the papers synthesize research from multiple disciplines on what can be done to help all children develop in healthy ways, no matter the adversity they might experience as they grow up.

Dr. Cantor is a governing partner of the [Science of Learning and Development Alliance](#), a collaborative effort focused on elevating science, advancing equity, and transforming education that is governed by the partner organizations Turnaround for Children, American Institutes for Research, the Forum for Youth Investment, Learning Policy Institute, EducationCounsel and Populace.

She has shared her insights at events including the ASU + GSV Summit, iNACOL (Aurora Institute) Symposium, Aspen Ideas Festival, Education Writers Association National Seminar, NewSchools Summit, Learning and the Brain, SXSWedu, and EdSurge Fusion. Her work has been highlighted in The New York Times, The Los Angeles Times, The Atlantic, The Washington Post and on NOVA and National Public Radio. In 2018, she appeared in and contributed to [Edutopia's How Learning Happens series](#); as of today, the videos in the series have been viewed more than 11 million times.

Dr. Cantor received an M.D. from Cornell University Medical College and a B.A. from Sarah Lawrence College. She is a Visiting Scholar at the Harvard Graduate School of Education. Dr. Cantor was awarded the 2014 Purpose Prize for Intergenerational Impact.

Philip A. Fisher, Ph.D., Commentator
Philip H. Knight Chair & Professor of Psychology;
Director, Center for Translational Neuroscience, University of Oregon



Dr. Fisher is Philip H. Knight Chair and Professor of Psychology at the University of Oregon, where he serves as Founding Director of the Center for Translational Neuroscience. He is also a Senior Fellow at the Center on the Developing Child and a member of the National Scientific Council on the Developing Child, both based at Harvard University. His research, which has been continuously funded by the National Institutes of Health since 1999, focuses on developing and evaluating early childhood interventions in socially and economically marginalized communities, and on translating scientific knowledge regarding healthy development under conditions of adversity for use in social policy and programs. He is particularly interested in the effects of early stressful experiences on children's neurobiological and psychological development, and in prevention and treatment programs for improving maltreated children's functioning in areas such as attachment to caregivers, relationships with peers, and functioning in school. He is also interested in the brain's plasticity in the context of therapeutic interventions. Dr. Fisher is the developer of a number of widely implemented evidence-based interventions for supporting healthy child development in the context of social and economic adversity, including Treatment Foster Care Oregon for Preschoolers (TFCO-P), Kids in Transition to School (KITS), and Filming Interactions to Nurture Development (FIND). He has published over 200 scientific papers in peer reviewed journals. He is the recipient of the 2012 Society for Prevention Research Translational Science Award, and a 2019 Fellow of the American Psychological Society.

Elena Rivera, MPH, Commentator

Senior Health Policy and Program Advisor, Children's Institute



Elena Rivera is a public health advocate working to improve child health and well-being in Oregon. She joined Children's Institute in 2015 and as the Senior Health Policy and Program Advisor she is responsible for building strong linkages between child health and early learning systems through policy, advocacy, and systems change. Her work focuses on identifying opportunities to leverage Oregon's health system transformation to improve outcomes for young children. Elena also works to integrate health, family support, and community resiliency services at Children's Institute's Early Works demonstration sites. Elena has a

Master of Public Health from the University of North Carolina, where she co-chaired the UNC Minority Health Conference and completed research on policy efforts to address social determinants of health and supported monitoring and evaluation for global youth reproductive health programs. Elena completed her undergraduate studies in human biology at Stanford University. She currently serves as an Atlantic Fellow for Health Equity and brings a passion for health equity to all of her work, which includes a commitment to centering the voice and lived experience of communities directly impacted by disparities and working collaboratively with them to co-create solutions.