



FRONT PORCH SERIES BROADCAST CALLS

Why and How Can We Promote Science in Early Childhood

Dr. Andrew Shouse & Dr. Ximena Dominguez



Monday, November 28th, 2011 at 10 - 10:45 a.m. PST (1 - 1:45 p.m. EST).

Dr. Andrew Shouse and Dr. Ximena Dominguez will be joining the NCTQL Broadcast Calls: Front Porch series in presenting “*Why and How Can We Promote Science in Early Childhood*”. The Broadcast call will include an overview on young children’s ability to engage in inquiry, share insights on how early childhood teachers can foster children’s engagement in science practices and highlight the benefits of early science teaching and learning. Their brief presentation will be followed by questions and answers.

Join us for this engaging Broadcast Call. Please register now! Space is limited.



Dr. Andrew Shouse, is the Associate Director of the UW Institute for Science and Math Education and research faculty in the UW College of Education. Shouse is an educational researcher whose interests include equitable science education in formal and informal settings, and communication of educational research to policy and practice audiences. A former classroom teacher and science center administrator Shouse was Senior Program Officer at the U.S. National Academy of Sciences . Shouse also authored (with Sarah Michaels and Schweingruber) *Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms*, a 2008 Association of Educational Publishers Distinguished Book Award winner. Shouse completed a Ph.D. in Curriculum, Teaching, and Educational Policy at Michigan State University in 2005.



Dr. Ximena Dominguez is an Early Childhood Researcher at SRI International in California. She has a master’s degree in educational psychology from the University of Pennsylvania and a doctorate in child psychology from the University of Miami. Dr. Dominguez has been partnering with Head Start programs for almost 10 years, helping programs identify classroom processes that promote children’s engagement in learning as well developing and evaluating early childhood intervention programs. Over the past few years she has worked as part of an early childhood team developing and evaluating early science and math curricular interventions and has been involved in the development of science assessments for young children. Dr. Dominguez is currently co-leading the early science NCQTL task force, identifying evidence-based practices that support early science learning.



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