

## **CURRICULUM VITAE**

**Linda M. Platas**

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### **EDUCATION**

- 2008 Ph.D. Graduate School of Education, University of California, Berkeley  
Education: Cognition and Development
- 2004 M.A. Graduate School of Education, University of California, Berkeley  
Education: Cognition and Development
- 2003 B.A. San Francisco State University, Child and Adolescent Development  
Concentration: Research and Public Policy
- 1991 Certificate Cañada College: Early Childhood Education

### **TEACHING EXPERIENCE: UNIVERSITY**

- 2020 – present Acting Chair and Associate Professor  
Department of Child and Adolescent Development, SFSU
- 2017-2020 Associate Chair and Assistant Professor  
Department of Child and Adolescent Development, SFSU
- 2015-2017 Assistant Professor  
Department of Child and Adolescent Development, SFSU
- 2014-2015 Lecturer: *Applied Child and Youth Development and Children, Youth & Public Policy*  
Department of Child and Adolescent Development, SFSU
- 2010-2013 Lecturer: *Cognitive Development*  
Graduate School of Education, U.C. Berkeley
- 2009 Lecturer: *Action Research Methods in Child and Adolescent Development*  
Department of Child and Adolescent Development, SFSU
- 2006-2008 Graduate Student Instructor: *Early Development and Education*  
Graduate School of Education, U.C. Berkeley
- 2002-2003 Teaching Assistant: *Motor Development*  
Department of Kinesiology, SFSU

### **PROFESSIONAL EXPERIENCE**

- 2015-present Network Member  
Stanford University Development and Research in Early Mathematics Education (DREME) Network
- The DREME Network was created in 2014 to advance the field of early mathematics research and improve young children's opportunities to develop math skills. The Network focuses on math from birth through age eight years, with an emphasis on the preschool years. Network members and affiliates collaborate to conduct basic and applied research

and develop innovative tools that address high-priority early math topics and inform and motivate other researchers, educators, policymakers and the public. <https://dreme.stanford.edu/>

- 2008-present Consultant  
RTI International (for World Bank, USAID, and Hewlett Foundation)
- Developed mathematics curriculum for preschool and primary grades in Liberia and Kenya
  - Developed classroom support tools for primary school teachers in developing countries
  - Worked with the Liberian Ministry of Education in-country to adapt, pilot and implement Early Grades Math and Reading Assessments in rural and urban areas 2009-2011
- 2014-2017 Consultant  
UNESCO
- Work with international team to develop population-level measures (MELQO) of child development and learning, and quality of learning environments; pilots in Tanzania, Bangladesh, Colombia, Kenya, Laos, Mongolia, Madagascar, Nicaragua, and Sudan
- 2013-2014 Consultant  
RUTU Foundation
- Training and adaptation of the Early Grades Mathematics Assessment (EGMA) and Early Grades Reading Assessment (EGRA) - Suriname
  - Data analysis and report on Dutch, Saamaka and Kari'na language and mathematics outcomes in early primary grades
- 2012-2014 Program Officer  
Heising-Simons Foundation
- Review, advise, and manage grant proposals and projects. Areas include research, interventions and public policy in early childhood.
- 2012 Consultant  
The World Bank
- Reviewed and revised school readiness tool, made recommendations for piloting, administration and training. Worked with stakeholders in Moldova, including Ministry of Education, UNICEF, Step-by-Step
- 2009-2012 Project Director  
Institute of Human Development, University of California, Berkeley
- Managed all aspects of an Institute of Education Sciences teacher quality development grant (\$1.25 million; *Teacher Quality: The Role of Teacher Study Groups as a Model of Professional Development in Early Literacy for Preschool Teachers*)
    - Used design-based research to develop and implement a professional development program in early literacy and language through the use of teacher study groups in low-income schools

- Developed and validated quantitative measures of classroom support of language and early literacy development
- 2008-2009 Learning Designer for Math and Science  
Leapfrog Enterprises, Inc.
  - Responsible for the educational quality of content and pedagogy across all new products including toys, hand-held devices, and web-based learning environments in science and mathematics
- 2001- 2005 Consultant  
Children and Families First Commission, San Mateo County.
  - Needs analyses of ECE community college English-language learners, survey design, and statistical analyses
- 1986-2000 Owner/Director/Teacher  
*My Second Home*, Palo Alto, CA
  - Responsible for program, staff development and operations in a multi-aged childcare setting for 24 children aged 1-5 years.

#### **PROFESSIONAL ACTIVITIES: SERVICE**

- 2019-present *Member*, Global Proficiency Framework Working Group  
United Nations Educational, Scientific and Cultural Organization (UNESCO)  
Institute for Statistics
- 2002–present *Member*, Early Childhood Education Advisory Committee  
San Mateo County College
- 2018-2019 *Member*, Early Mathematics Instructional Strategies Working Group. United States Agency for International Development (USAID), RTI International, Washington DC
- 2014-2017 *Member*, Technical Working Group on Measuring Early Learning Quality and Outcomes (MELQO), United Nations Educational, Scientific and Cultural Organization (UNESCO)
- 2016-2018 *Co-Chair* Global Mathematics Education SIG, Comparative and International Education Society
- 2016 *Expert Reviewer*, Arkansas State Early Learning Standards, Arkansas Child Development and Early Learning Standards Committee, State of Arkansas
- 2015-2016 *Expert Reviewer* Parent Math Training Pilot  
Jamaican Ministry of Education and the Inter-American Development Bank
- 2013-2014 *Technical Advisory Committee Member of the Meeting on Population Level Assessment of Early Child Development*  
World Health Organization (WHO), Geneva Switzerland
- 2012-2013 *Standards Working Group Member of the Learning Metrics Task Force*  
Brookings Center for Universal Education and UNESCO Institute for Statistics

2012-2013 *Member, TK California Expert Planning and Advisory Committee*  
Early Edge/ Preschool California

## PUBLICATIONS

- Platas, L. M. & Sitabkhan, Y. (2019). Widening the lens: Going global in mathematics education research. In A. Wiseman *Volume 36 Annual review of comparative and international education 2018*. Bingley, UK: Emerald Publishing
- Raikes, A., Koziol, N., Janus, M., Platas, L. M., Weatherholt, T., Smeby, A., & Sayre, R. (2019). Examination of school readiness constructs in Tanzania: Psychometric evaluation of the MELQO scales. *Journal of Applied Developmental Psychology*, 62, 122-134.
- Ketterlin-Geller, L. R., Perry, L., Platas, L. M. & Sitabkhan, Y. (2018). Aligning test scoring procedures with test uses of the Early Grade Mathematics Assessment: A balancing act. *Global Education Review* 5(3), 143-164
- Sitabkhan, Y., Platas, L. M., & Ketterlin-Geller, L. R. (2018). Capturing children's knowledge: An assessment framework. *Global Education Review* 5(3), 106-124
- Platas, L. M. (2017). Three for One: Social, Emotional, and Mathematical Development. In R. Procopio and H. Bohart (Eds.) *Spotlight on Young Children: Social and Emotional Development*. Washington, DC: NAEYC
- Sitabkhan, Y., and Platas, L. M. (2018). Early mathematics counts: Promising instructional strategies from low- and middle-income countries. RTI Press Publication No. OP-0055-1807. Research Triangle Park, NC: RTI Press. <https://doi.org/10.3768/rtipress.2018.op.0055.1807>
- Platas, L. M. (2017). Three for One: Supporting social, emotional and mathematical development. *Young Children* 72(1), 33-37.
- Platas, L. M., Ketterlin-Geller, L. & Sitabkhan, Y. (2016). Using an assessment of early mathematical knowledge and skills to inform policy and practice: Examples from the Early Grade Mathematics Assessment. *International Journal of Education in Mathematics, Science and Technology* 4(3), 163-173.
- Platas, L. M. (2015). The Mathematical Development Beliefs Survey: Validity and reliability of a measure of preschool teachers' beliefs about the learning and teaching of early mathematics. *Journal of Early Childhood Research*, 13(3) 295-310. doi: 10.1177/1476718X14523746
- Cunningham, A. E., Etter, K., Platas, L. M., Wheeler, S., & Campbell, K. (2015). Professional development in emergent Literacy: A design experiment of teacher study groups. *Early Childhood Research Quarterly*, 31, 62-77. doi:10.1016/j.ecresq.2014.12.002
- Platas, L. M. (2014). Knowledge of Mathematical Development Survey: Testing the Validity and Reliability of the Survey and Interpreting Its Results. *NHSA Dialog*, 17(1), 56-73.
- Platas, L.M. (2014). Acquisition and Measurement of Knowledge of Mathematical Development. *NHSA Dialog*, 17(1), 123-129.

- Saxe, G. B., Shaughnessy, M. M., Earnest, D., Cremer, S., Platas, L. M., Sitabkhan, Y., & Young, A. (2009). Methods and techniques for studying the travel of ideas in classroom communities. In B. Schwarz, R. Hershkowitz & T. Dreyfus (Eds.) *Guided Construction of Knowledge in Classrooms*. Elsevier: Amsterdam
- Platas, L., Klein, A., & Starkey, P. (2006). How Do Two Years of Professional Development In a Preschool Math Curriculum Affect Teachers' Classroom Practices? *Proceedings of Head Start's Eighth National Research Conference*. Washington DC: Xtria
- Starkey, P., Klein, A., Fujimoto, M., & Platas, L. M. (2006). Impact of a Pre-Kindergarten Mathematics Curriculum on Head Start and State Preschool Classrooms as Measured by the Early Childhood Environment Rating Scale. *Proceedings of Head Start's Eighth National Research Conference*. Washington DC: Xtria

### SELECTED PRESENTATIONS

- Thompson, R. & Platas, L. M. (2020, Apr 17 - 21) *Supporting Mathematical Development: Improving Outcomes for Stakeholders Through Research* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/soq94bg> (Conference Canceled)
- Platas, L. M., Dearing, E., & Clements, D. (2019, June). *Supporting early mathematics development: Research-based practices and resources for teacher educators, teachers, and families*. Presentation at NAEYC 2019 Professional Learning Institute. Long Beach, CA
- Platas, L. M. & Moon, S. - H. (2019, April). *Relationships between spatial and numeracy skills: Tasks and contexts*. Paper presented at the Comparative and International Education Society 2019 Annual Meeting, San Francisco, CA
- Janus, M., Reid-Westoby, C., Couttie-Klasen, M., & Platas, L. M. (2019, April). *Numeracy skills and executive functioning in kindergarten as predictors of Grade 3 mathematics achievement in Ontario, Canada*. Paper presented at the Comparative and International Education Society 2019 Annual Meeting, San Francisco, CA
- Platas, L. M., Dearing, E. & Clements, D. (2018, December). *Supporting early mathematics development: Research-based practices and resources for teacher educators, teachers, and families*. Featured presentation at the NAEYC 2018 Annual Conference, Washington, DC
- Platas, L. M. (2018, March). Relationships between early literacy and numeracy skills: The role of symbol. In Y. Sitabkhan (Chair) *Partnering with the Global South: Why early numeracy skills deserve an equal role in early grade literacy interventions: Part II* Paper presented at the Comparative and International Education Society 2018 Annual Meeting, Mexico City, Mexico

- Platas, L. M. (2017, November). Invited Talk. *Early Math Resources for Teacher Educators*. Presented at the California Association for the Education of Young Children California Forum for Professional Development, Palm Springs, CA
- Dukakis, K. & Platas, L. M. (2017, September). Invited Webinar. *Promoting STEM in the Early Years*. Jointly presented with Too Small to Fail <http://www.hatchearlylearning.com/view-webinar/stem-education-in-pre-k-webinar>
- Platas, L. M. (2017, August). Invited Webinar. *How Does Math Support Reading?* Global Reading Network <https://www.youtube.com/channel/UCzhulfJBsTgjLXIh2HPKoMw>
- Platas, L. M., Franke, M. & Stipek, D. (2017, June). *Supporting teachers in early mathematics teaching: Open source and research-based resources for teacher educators and professional development providers*. Session presented at 2017 NAEYC Professional Learning Institute, San Francisco, CA
- Platas, L. M. (2017, June). Measuring Early Learning Quality and Outcomes (MELQO) project. In M. Janus (Chair), *What's new in the field of measuring early child development: Methodological and empirical advances in the context of new Sustainable Development Goals (SDGs)*. Paper presented at the 6<sup>th</sup> Conference of the International Society for Child Indicators, Montreal, Canada.
- Platas, L. M. (2017, April). MELQO Mathematical domain task performance across countries. In A. Raikes (Chair), *Assessing children's academic and social skills in low- and middle-income countries: Implications for developmental science*. Paper presented at the 2017 Society for Child Development Biannual Meeting, Austin, TX.
- Kariger, P., Platas, L. M., & Dizona, P. (2017, April). Investigations into the MELQO language and literacy tasks: Developmental patterns and correlations. In A. Raikes, *Assessing children's academic and social skills in low- and middle-income countries: Implications for developmental science*. Paper presented at the 2017 Society for Child Development Biannual Meeting, Austin, TX.
- Platas, L. M. (2017, March). Policy and social consequences of the Early Grades Mathematics Assessment outcomes. In L. Perry (Chair), *Validity and assessment: Examining the evidence from the Early Grades Mathematics Assessment and beyond*. Group Panel conducted at the Comparative and International Education Society 2017 Annual Meeting, Atlanta, GA
- Platas, L. M. & Sitabkhan, Y. (2017, February). Invited Talk. Supporting Early Mathematics: Teaching and Learning. At the *Community Conversation on Early Mathematics* at the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University. <http://www.smu.edu/Simmons/Research/RME/Engage/PartnersinResearch>

- Platas, L. M. (2016, July). Invited Talk. *Adaptation of Global Early Learning Measures: Measuring in a culturally-appropriate way*. Presented at the Regional Technical Workshop on Measurement of Early Learning Quality and Outcomes (MELQO Initiative), United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations International Children's Emergency Fund (UNICEF), Dakar, Senegal
- Platas, L. M. (2016 January). Invited Talk. *Decision Making Process: Child Development and Learning Direct Assessment Revisions*. Presented at the Measuring Early Learning Quality and Outcomes (MELQO): Final Meeting on Technical Results and Phase 2, Brookings Institution, Washington, DC
- Platas, L. M. (2016). 25 years of mathematics teaching in the classroom: Recommendations for the field. In W. Ralaingita (Chair), *Challenges and Successes in Early Grades Mathematics Education in Low- Income Contexts*. Symposium conducted at the 2016 Annual Meeting of the American Education Research Association, Washington, DC
- Platas, L. M. (2016). Trends in the use of mathematics assessment at the policy level – Early childhood. In L. Ketterlin-Geller (Chair), *Policy uses of mathematics assessment*. Symposium conducted at the 60th Annual Conference of the Comparative and International Education Society, Vancouver, Canada
- Platas, L.M. (2015, November). Invited Talk. *Effective and engaging teaching of young children*. Presented at Stanford University to the Poppins Overseas Training Study Abroad Education Service, Tokyo, Japan
- Platas, L. M. & Sitabkhan, Y. (2015). *Effective teaching practices in low-income countries: 25 years of evidence*. Paper presented at the 59<sup>th</sup> Annual Conference of the Comparative and International Education Society, Washington, D.C.
- Platas, L. M. (March, 2014). Invited Talk. *Development and in-country adaptation of EGMA and EGRA*. Presentation at the World Health Organization Early Child Development: Measuring Results Beyond 2015 Meeting, Geneva, Switzerland.
- Ralaingita, W. & Platas, L. M. (March, 2014). *Language and mathematics performance*. Paper presented at the 58<sup>th</sup> Annual Conference of the Comparative and International Education Society, Toronto, Canada.
- Platas, L.M. (2014). Invited Talk. *Early math: Supporting the continuum*. Paper presented at Silicon Valley Community Foundation's PreK-3<sup>rd</sup> Grade Leadership Institute, San Mateo, CA.
- Platas, L. M., Cincilei, C. & Virtosu, L. (2013). *Developing school readiness measures: The role of stakeholders, schools, and teachers in ensuring quality care and education for all children*. Paper presented at the 57<sup>th</sup> Annual Conference of the Comparative and International Education Society, New Orleans, LA
- Platas, L. M. (2013). Invited Talk. *Math Matters Now... Especially in Transitional Kindergarten*. Presented at the California Kindergarten Association's 31<sup>st</sup> Annual Conference, Santa Clara, CA

- Platas, L. M., Bambao, K. & Drinkwater, M. (2013). Invited Talk. *Common Core Alignment and Mathematical Practices: Preschool to Third Grade*. Presented at the 1<sup>st</sup> California STEM Symposium, Sacramento, CA.
- Platas, L. M. (June, 2012). Invited Talk. *Curriculum Development and the Teaching-Learning Process: Language and Literacy Development for All Children*. Presentation at the Global Partnership for Education and UNICEF workshop on “Improving the Quality of Early Childhood Education Services for all in the CEECIS Region”, Athens, Greece.
- Platas, L. M., Ralaingita, W., & Ketterlin-Geller, L. (2012). *Assessing early mathematics skills in developing countries: Instrument design, development, and validation*. Paper presented at the 8<sup>th</sup> International Test Commission Conference, Amsterdam, Netherlands
- Platas, L. M., Boyle, K., Wheeler, S., Campbell, K., & Cunningham, A. (2011). *Supporting quality language and early literacy practices through Teacher Study Groups: Collaborating for success*. Session presented at the National Association for the Education of Young Children’s 2011 Annual Conference & Expo, Orlando, FL.
- Platas, L. M., Cunningham, A. E., Wheeler, S. & Boyle, K. (2011). *Preschool Teacher Study Groups: Collaborative Professional Development in Early Literacy*. Poster presented at the 2011 Annual Meeting of the American Education Research Association, New Orleans, LA (Received *Outstanding Poster Award*, Division C)
- Platas, L. M. (2011). The Early Grade Mathematics Assessment: The development of an approach to assessment implementation across country contexts. In L. Ketterlin-Geller (Chair), *Implications for International Assessments: The Development, Implementation, and Validity of the Early Grade Mathematics Assessment*. Symposium conducted at the 2011 Annual Meeting of the American Education Research Association, New Orleans, LA
- Franke, M. & Platas, L. M. (November, 2011). Invited Talk. *Professional Development and Articulation: What kind of Teacher Preparation and Support are Needed to Promote Well-articulated and Effective Mathematics Instruction for Young Children, from Pre-K through Grade Three?* Conference on “Pathways for Supporting Early Math Learning.” University of California, Berkeley
- Platas, L. (2009). *A New Measure: Preschool Teachers’ Beliefs about Teaching/Learning Mathematics*. Paper presented at the Research Presession of the Annual National Council of Teachers of Mathematics Conference, Washington, D.C.
- Platas, L. (2008). *Development and validation of ECE Math Development Knowledge and Instructional Beliefs measurement instrument*. Poster presented at the National Head Start Ninth Research Conference, Washington, D.C.
- Saxe, G. B., Shaughnessy, M. M., Earnest, D., Cremer, S., Platas, L. M., Sitabkhan, Y., & Young, A. (2007). *Fractions on the number line: The travel of ideas*. Paper presented at the 29<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Stateline, NV: University of Nevada, Reno.

Platas, L., Starkey, P., & Klein, A. (2005). *Can Economically Disadvantaged 3-Year-Olds Benefit from Mathematics Enrichment in Preschool?* Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

## RESEARCH EXPERIENCE

- 2016-present Research on pre-service supervised field experiences/practica
- Implementation in publicly funded preschools
  - Creation of university classroom curricula, professional development for mentor teachers, and preschool classroom activities across domains of development and learning
- 2013-present Research on school readiness and public policy in low- and middle-income countries, funded by UNESCO, UNICEF, Brookings Institute, and the World Bank
- Participation in the development of the MELQO (Measuring Early Learning Quality and Outcomes) school readiness instruments
  - MELQO pilot analyses from Laos, Bangladesh, Madagascar, Mongolia, Kenya, Sudan, and Tanzania
- 2009-present Member of the Expert Panel on Early Grade Math Assessment, funded by USAID, Washington, D.C
- Ongoing participation in the development and revision of the Early Grades Mathematical Assessment (EGMA): Instrument designed to measure early mathematical knowledge in and across developing countries
  - Ongoing analyses of EGMA and classroom observation data, including language of instruction vs. home language, child-centered vs. teacher-centered instruction, and differences in mathematical development
- 2008-present Research on pre- and in-service preschool teachers' knowledge and beliefs about early mathematical development
- 2006-2008 Research Assistant, *Learning Mathematics through Representations*, Dr. Geoffrey Saxe, U. C. Berkeley, CA. Institute of Education Sciences funded study involving the development and assessment of a research-based curriculum unit for the teaching and learning of integers and fractions in the upper elementary grades.
- Analyzed how the travel of ideas in classrooms is affected by social relationships and perceptions of peers' mathematical competence
- 2006-2007 Researcher, *Learning Beliefs Project*, Dr. Susan Holloway, U.C. Berkeley, CA. Cross-cultural study in US, UK and Russia examining low-income and immigrant adolescents' meaning-making of learning and achievement. US subjects included African Americans, Mexican Americans and Chinese Americans. Data included time diaries and interviews with adolescents, parents and teachers.
- Developed databases and conducted statistical analyses
- 2003-2005 Researcher/Coordinator, UC Berkeley Early Childhood Math Projects,

- Trained and supervised classroom observers (ECERS-R and project-specific instruments) on three IES funded multi-state early mathematics intervention projects in Head Start and state preschools
- Developed classroom observation instruments to measure teacher-child mathematics activities

### **PROFESSIONAL ACTIVITIES: REVIEWER FOR JOURNALS AND CONFERENCES**

Journals: *Early Childhood Research Quarterly*  
*Journal of Applied Developmental Psychology*  
*Journal of Early Childhood Research*  
*Journal of Experimental Child Psychology*  
*Mathematical Thinking and Learning*  
*Mathematics and the Young Child*  
*NHSA-Dialog*  
*Science*  
*Teaching Children Mathematics*  
*ZDM Mathematics Educator*

Conferences: *American Educational Research Association*  
*Comparative International Education Society*  
*Jean Piaget Society Annual Conference*  
*National Council of Teachers of Mathematics*  
*Society for Research in Child Development*

### **HONORS AND AWARDS**

*Excellence in Teaching Award 2019/2020* College of Health and Social Sciences, San Francisco State University (2020)

*Outstanding Dissertation Award 2008-2010*, Early Education and Child Development Special Interest Group, American Educational Research Association (2011)

*Outstanding Poster Award*, Division C, American Educational Research Association (2011)

*Outstanding Dissertation Award*, Graduate School of Education, University of California, Berkeley (2008)

*Doctoral Student Commencement Speaker*, Graduate School of Education, University of California, Berkeley (2008)

*Outstanding Student Instructor Award*, University of California, Berkeley (2007)

*Program Honoree*, Child and Adolescent Development Program, SFSU (2003)

*Academic Excellence Award*, Child and Adolescent Development Program, SFSU (2003)

*Certificate of Recognition, Outstanding Contribution in the Field of Early Childhood Education*, Peninsula Chapter of the Association for the Education of Young Children (1992)

*Certificate of Recognition, Outstanding Contribution to the Well-being of Young Children*, City of Palo Alto Child Care Task Force (1992)

### **PROFESSIONAL MEMBERSHIPS:**

American Association for the Advancement of Science  
American Educational Research Association  
American Psychological Association  
Comparative International Education Society  
National Association for the Education of Young Children  
National Council of Teachers of Mathematics  
Society for Research in Child Development