

Literacy Leaders Institute - 2005
Developing A Comprehensive Secondary School Literacy Plan

Presenters-at-a-Glance

DR. BERNARD J. BADIALI

Dr. Bernard J. Badiali is an Associate Professor of Educational Leadership in the College of Education at the Pennsylvania State University. His main teaching and research activities have been in the areas of curriculum, staff development, school reform, supervision, and school/university relationships. Badiali is a former Chair of the Department of Educational Leadership at Miami University. He has also served as a Leadership and Project Associate with the Institute for Educational Inquiry at the University of Washington. He has published numerous articles in a variety of educational journals and currently serves as Associate Editor of the Journal of Cases in Educational Leadership. He has developed (with Joyce Graham) a series of institutes for Scholastic RED[®], an on-line professional development program for teachers and principals. His most recent book, *Teacher Leader* (with Thomas Poetter) was released by Eye on Education in 2000. Badiali currently teaches graduate courses in curriculum and teacher research. He serves as a Professional Development Associate for the Central Pennsylvania Holmes Partnership Elementary Professional Development Schools.

DOMINICA S. BATES

Niki Bates earned her credentials and master's degree with a specialization in learning disabilities from San Diego State University and has been involved in education for 15 years. She supervises the implementation and monitoring of several instructional programs as the Clark County School District Coordinator of Instructional Programs, Student Support Services Division in Las Vegas, Nevada. Most recently, she can be credited with implementing the Scholastic *READ 180*[®] program in 26 high schools. During the 2004–2005 school year she monitored, supervised data collection and aggregation, and provided on-going professional development for 81 schools. The number of schools with *READ 180* will expand to 96 for the 2005–2006 school year as she continues to implement and monitor the program. She is the mother of two school-aged children, loves to dance, and is an avid reader of current research in education.

BECKY BONE

Becky Bone is a Reading Specialist for Scholastic Education Group, and consults with teachers, principals, and district-level administrators nationwide. As a former middle school teacher, Becky worked with struggling middle school readers in Orlando, Florida. At the high school level, Becky worked with at-risk readers; taught English/Honors classes; served as Curriculum Coordinator; and was voted Teacher of the Year in 1997. As Curriculum Coordinator, she also served on a district-wide grant writing and grant-implementation team in charge of creating reading intervention programs for secondary students.



Becky has also taught graduate and undergraduate courses at the University of Central Florida, National-Louis University, and Southern College. She is a national presenter/facilitator for Janet Allen's "It's Never Too Late" literacy institutes, has presented keynote addresses for superintendents and district administrators at national intervention conventions, as well as district-wide keynotes for teachers, principals, and district administrators. In addition, she has presented at NCTE and IRA as well as at local, state, and regional conferences. Becky has also been published in NCTE's *Voices from the Middle*.

PAM CROWLEY

Pam Crowley has dedicated the past fifteen years primarily to her work in professional development. After beginning her educational career as a classroom teacher, she moved into the area of professional development and teacher training. In addition to working in both public and private schools in the New York City area, Crowley has held positions at the Bank Street College of Education, Teachers College, Columbia University, Children's Television Workshop, Scholastic Inc., and the Galef Institute. She currently works as an Educational Service Consultant for Scholastic.

SHARON M. DRAPER

Sharon M. Draper, the 1997 National Teacher of the Year, is a professional educator as well as an accomplished writer. She is the author of *Jazzimagination*, a combination novel/journal/commentary for young readers and writers, as well as the award-winning *Tears of a Tiger*, *Forged by Fire*, *Romiette and Julio*, and *Double Dutch*—all books used in Scholastic's *READ 180* program.

She is a Milken Family Foundation National Educator Award winner, a YWCA Career Woman of Achievement, and is the recipient of the Dean's Award from Howard University School of Education, the Pepperdine University Distinguished Alumnus Award, the Marva Collins Education Excellence Award, and the Governor's Educational Leadership Award. Last year she was named Ohio Pioneer in Education by the Ohio State Department of Education.

After becoming one of the first teachers in the nation to achieve National Board Certification in English/Language Arts, she was elected to the Board of Directors of the National Board for Professional Teaching Standards. She is currently on the Board of the National Commission on Teaching and America's Future. Her award-winning essay on education, "The Touch of a Teacher," was published by the National Governor's Association in *What Governors Need to Know About Education*.

Sharon Draper spent more than thirty years teaching junior high and high school students how to appreciate the beauty of literature and how to communicate their ideas effectively. Each year her students received their own rewards in donning the class-designed "I



Survived the Draper Paper" T-shirt commemorating the legendary research project that all her seniors had to complete to graduate.

She has always encouraged in her students a love of learning and a desire for excellence. She tells young people, "If you want to be a spinner of words, you must first gather them into your heart by reading."

When asked to describe herself, Mrs. Draper replies, "I'm a dreamer, a creator, a visionary. I approach the world with the eyes of an artist, the ears of a musician, and the soul of a writer. I see rainbows where others see only rain, and possibilities when others see only problems.

"I love to write; words flow easily from my fingertips, and my heart beats rapidly with excitement as an idea becomes a reality on the paper in front of me. I learned to dream through reading, learned to create dreams through writing, and learned to develop dreamers through teaching. I shall always be a dreamer."

Ms. Draper can be contacted at www.sharondraper.com.

PATRICIO DUJAN

Patricio Dujan recently joined Scholastic Education as a National Implementation Manager, and is working on the documentation of standard operating procedures, protocols and planning tools for *READ 180* implementations as well as documenting on- and off-model implementations and requirements. He has taught Grades 3–4 and 6 in Newark, NJ as a Teach For America Corps member from 1996–1998. He previously worked as a Regional Operations Manager at Newton Learning, the SES division of Edison Schools, where he was responsible for end-to-end implementation, logistics, and evaluation of the Newton Learning After-School Program.

DR. EDWIN ELLIS

Dr. Edwin Ellis is a Professor of Teacher Education at the University of Alabama and an Adjunct Associate Research Scientist at the University of Kansas Center for Research on Learning. Dr. Ellis has had a long and productive career in education research, beginning at the University of Alabama where he earned degrees in Psychology and Special Education and then at University of Kansas, where he earned his Ph.D. in 1983 in Special Education. He's published several articles and books, the most recent being *Makes Sense Accommodations: Strategic Graphic Organizer Instruction* and *Content Enhancement Series: The LINCing Routine*. Dr. Ellis was formerly the President of the International Council for Learning Disabilities and as of 2004 served as the President for the Council for Exceptional Children: Division of Learning Disabilities, the National Joint Committee on Learning Disabilities, and the Learning Disabilities Roundtable Group.



DR. KEVIN FELDMAN

Dr. Feldman is the Director of Reading and Early Intervention with the Sonoma County Office of Education (SCOE) and an independent consultant working with publishers and districts across the country. His career in education spans thirty-three years. As the Director of Reading and Early Intervention for SCOE, he develops, organizes, and monitors programs related to PreK–12 literacy and prevention of reading difficulties. He also serves as a Leadership Team Consultant to the California Reading and Literature Project and assists in the development and implementation of PreK–12 programs throughout California and across the nation. To learn more about Dr. Feldman’s work, please visit the SCOE Web site at www.scoe.org and click on The Reading Corner.

Dr. Feldman’s primary focus is on improving literacy. His major contributions are in the areas of assisting struggling readers, preventing reading failure, linking assessment to instruction, developing school-wide reading support models, differentiating instruction to meet the full range of learners, and accommodating and accelerating ELL/Special Education and other high-risk students. Dr. Feldman serves as a consultant to the CalSTAT Statewide Special Education Reform Project and a number of publishers and literacy organizations nationwide.

DR. ERNEST B. FLEISHMAN

Senior Vice President, Education and Corporate Relations

Dr. Ernest B. Fleishman oversees company-wide strategic initiatives involving schools and school districts, major educational organizations and government agencies. He also is responsible for business and education partnerships with states, large school districts, corporations, and industry groups such as the National Alliance of Business and the Council of Great City Schools. Dr. Fleishman coordinates the National Teacher of the Year program with the Council of Chief State School Officers, and chairs Scholastic’s National Board of Advisors. In addition, he is Chairman of the Board of Trustees of the Maurice R. Robinson Foundation, a board member of the Alliance for Young Artists and Writers, the art and writing program for high school students sponsored by Scholastic, and a board member of the National Executive Service Corps. He is former chairperson for the Harvard Graduate School of Education Board of Alumni and a former board member of the National School Boards Foundation. Earlier at Scholastic, Dr. Fleishman supervised the creative and editorial efforts of the company’s classroom magazines and company’s Educational Marketing Group.

He joined Scholastic in 1989 after serving as Superintendent of Schools for twenty years in New Jersey, Pennsylvania and Connecticut. Dr. Fleishman began his career as an English teacher. He received an MAT in English and an Ed.D in Administration from the Harvard Graduate School of Education and is a graduate of Williams College, which also awarded him an Honorary Doctor of Letters.



DR. JOYCE GRAHAM

Joyce M. Graham is the Director of Professional Development for Scholastic Red, the professional development division of Scholastic. Dr. Graham's major responsibilities include hiring, training, and managing the national consultant group for Red as well as developing workshops and institutes. Dr. Graham is also responsible for forming partnerships with universities to offer graduate credit for Scholastic Red courses. Dr. Graham is a former classroom teacher and co-author of several books for classroom teachers. Her publications include: *Thinking Strategies for Student Achievement*, published by Corwin Press, and two books published by Scholastic: *Easy Lessons and Strategies to Build Content Area Reading Skills* and *Follow the Directions*.

MICHELLE HAYASHIDA

Michelle Hayashida began teaching in 1990. She is currently teaching English Language Arts and working as a half-time literacy coach in Los Angeles. Michelle works with a group of developing readers and writers, including a special education resource cluster and a cluster of English-language learners using *READ 180*. Michelle feels her greatest teaching asset is her genuine belief in her students and their ability to succeed. She says, "All of our students can find success. The key is to help them believe in themselves and guide them to reach for their goals—then they will have faith in their own potential."

PHYLLIS C. HUNTER

Appointed by President Bush to the board of the National Institute for Literacy. Mrs. Hunter, president of Phyllis C. Hunter Consulting, Inc., was appointed by Congress and President Bush to the board of the National Institute for Literacy, and has served as an advisor on the President's Educational Transition Team. On November 15, 2002, she was honored with the Marcus Foster Memorial Award for Distinguished Educator of the Year by the National Alliance of Black School Educators.

As a reading consultant who specializes in scientific research-based programs, Mrs. Hunter has traveled the nation providing on-site technical assistance to states implementing comprehensive reading programs. Mrs. Hunter proclaims that reading is the new civil right!

The Phyllis C. Hunter Classroom Libraries is her most recent publication that was created in conjunction with Scholastic Inc. The libraries are based on scientific research, Mrs. Hunter's own years of classroom experience, her connection with schools across the country, and her work as a national literacy specialist.

In Texas, Mrs. Hunter was an administrator with the Houston Independent School District for seven years. She managed the reading department for the district's 282 schools, Grades PreK–12, and administered a staff of 52 with a \$2.6 million budget. She was responsible for several innovative reading initiatives, such as A Balanced Approach to Reading.



In August 1998, Lauren Resnick, Director of the Learning Research and Development Center at the University of Pittsburgh, appointed Mrs. Hunter a National Fellow of the Institute for Learning.

Mrs. Hunter's tenure in education includes a principalship with California's Hayward Unified School District. Formerly an elementary, middle, and high school teacher, she has also held the positions of curriculum specialist, certified speech and language therapist, specialist in special education, and coordinator of a mentor-teaching program.

The Consortium for Policy Research in Education, which includes the University of Pennsylvania, Harvard University, Stanford University, the University of Michigan, and the University of Wisconsin-Madison, unites these five top research institutions in an exciting venture. As an executive board member of CPRE, Mrs. Hunter helps to improve student learning through research on education reform, policy, and finance.

As a board member of The International Reading Association on Urban Diversity Commission and the National Center for Family Literacy, Mrs. Hunter impacts reading instruction worldwide. Mrs. Hunter has implemented extensive education reform for a diverse community of learners nationwide. She continues to advise many policy makers through her work on national boards, such as CORE and the National Center for Family Literacy.

Mrs. Hunter received a master's degree from the University of Wisconsin. She also earned a mid-management certification in Educational Administration from the University of California, and has acquired further studies at the Johns Hopkins University.

CHRISTY JEHN

Christy Jehn is a former teacher with her Master's Degree in Elementary Education. Prior to teaching, she was a graphic designer and marketer for a non-profit high-school exchange program. Since coming to Scholastic four years ago, she has been involved in sales and product promotion. In her current role as Community Manager, she develops and supports the *READ 180* Community. Her focus involves developing relationships between and offering support to *READ 180* teachers, administrators, students, and parents across the nation. She oversees the *READ 180* Community, ensuring *READ 180* teachers have access to all the resources they need for successful program implementation.

DR. KATE KINSELLA

Dr. Kinsella is a teacher educator in the Department of Secondary Education at San Francisco State University. She maintains secondary classroom involvement by teaching an academic literacy class for adolescent English learners through the University's Step to College Program. She publishes and provides consultancy and training nationally, addressing responsible instructional practices that provide second-language learners and less proficient readers in Grades 4-12 with the language and literacy skills vital to



educational mobility. Dr. Kinsella is coauthor of Scholastic's *READ 180* Program Work Texts available in January 2005. She is the program consultant for *Reading in the Content Areas: Strategies for Reading Success*, published by Globe Fearon/Pearson Learning, and the lead consultant for the 2002 Prentice Hall secondary language arts series *Timeless Voices: Timeless Themes*. She is the coeditor of the *CATESOL Journal* (California Association of Teachers of ESL) and serves on the editorial board of the *California Reader* and the International *TESOL Journal*. She is the 2002 recipient of the prestigious Marcus Foster Memorial Reading Award, offered by the California Reading Association to an educator who has made a significant statewide impact on literacy in California.

NOELLE MORRIS

After graduating from Florida State University with a degree in English Literature, Noelle began teaching in 1993. In 2000, she was named Teacher of the Year. Noelle served as the National Site Classroom for *READ 180* and as a consultant, worked closely with Patrick Daley, Director, Secondary Publishing at Scholastic Inc. Noelle consulted on both *READ 180* and Scholastic READ XL. Currently, she is the Educational Service Consultant for the Midwest Region of Scholastic. As an ESC, Noelle's responsibility is to support customers with the implementation of *READ 180*. Her background as a teacher, literacy facilitator, and editor support her in her current role. Noelle can be found sharing advice daily with teachers at "Ask Noelle" on the *READ 180* Web site. Her philosophy is that in order to leave no child behind, it is imperative that we leave no teacher behind. She works every day to ensure this goal.

SHERYL NUNEZ

Sheryl Nunez is a Reading Specialist with 27 years of experience teaching middle school in Orange, California. The past four years she has been the *READ 180* coordinator for her school and district. She earned her B.A. in English, M.A. in Education, and Reading Specialist Credential at CSU-Long Beach. In her spare time she has been a part-time professor at National University and Chapman University for over 10 years in the pre-service teaching program. Currently, she conducts many reading workshops while on the Board for the California Reading Association as the Area 12 Director. Sheryl has been Teacher of the Year for Orange Unified School District and runner up for Orange County, a CSU-LB Educator of the Year nominee, and recently received the Outstanding Contribution to Reading award from the Orange County Reading Association.

PEGGY PAWLOSKI

Peggy Pawloski is the Director of Literacy Leaders Institute and a National Implementation Manager for Scholastic Education. Peggy has extensive knowledge and experience in staff development and training, both nationally and internationally. In her position as the International Consultant for Scholastic, Peggy consulted on literacy issues, including reading intervention at various international private schools, including the International School of Brussels and the International School of Amsterdam. She has been recognized for instructional leadership as a former classroom teacher, reading



specialist, and director of High Ability Learners program, and she was named Teacher of the Year and was a Christa McAuliffe Award finalist. Peggy has taught graduate-level classes in literacy and math methods of instruction. Her academic preparation includes a Master's Degree in Curriculum/Instruction and Administration with substantial post-graduate work.

DR. MELVINA PHILLIPS

Melvina is a retired educator and currently serves as a secondary literacy consultant with NASSP and the Alabama State Department of Education. She is a former middle school principal, assistant principal, district coordinator, and an elementary, middle, and high school teacher. After retiring as an administrator with Madison City School District in Madison, Alabama, she served as an NASSP Literacy and Professional Development Practitioner for two years. She is also an instructor for the online Middle Level graduate program at Walden University.

Melvina earned her doctorate in Educational Leadership from the University of Alabama/University of Alabama in Birmingham. Previous degrees were completed at the University of Montevallo and Alabama A & M University.

Working with the Alabama Reading Initiative (ARI), Melvina has worked with principals, literacy coaches, and school literacy leadership teams during the 2004–05 school year. This opportunity has permitted Melvina to visit several school sites across the state and to gain an even better understanding of the literacy needs of middle and high schools. Melvina worked with four regional literacy coaches to develop modules for schools participating in recertification as ARI schools and professional development opportunities for the state middle and high school literacy coaches.

Melvina's most recent project for NASSP has been the development of an adolescent literacy handbook for principals. This project, funded by the Carnegie Foundation, will be released in late summer 2005. Based on Melvina's experience and current adolescent literacy research, the guide provides relevant information for developing a middle and high school culture to support adolescent literacy. Each chapter contains step-by-step recommendations for the secondary leader and the school leadership team. The primary chapters focus on literacy leadership, assessment, professional development, strategic teaching, and accelerated, intensive intervention.

DR. ROBERT PROBST

Robert Probst was a former junior and senior high school English teacher before becoming Professor of English Education at Georgia State University. There, working with both experienced teachers and teachers in training, he designed strategies to respect the interests of the students and their responses to what they read, while also leading into thoughtful analysis of texts. He wanted the literature classroom to become a community of readers and writers who, by sharing their thoughts about significant works, grow intellectually, aesthetically, and emotionally. That work led him to write *Response and*



Analysis: Teaching Literature in the Secondary Schools. He has also served as columnist for *Voices from the Middle*, an NCTE publication.

ANITA RIGGIO

Anita Riggio is an award-winning author and illustrator of many books for young readers. Harcourt will publish her picture book, *Hot Diggity*, in Spring 2007 and a young adult short story, "Bingo", will be published in the same season by Abrams in the anthology, *Such a Pretty Face*. Anita's debut novel, *Jitterbug*, is forthcoming.

Anita Riggio holds an MFA from Vermont College, teaches in the MFA in Creative Writing Program at Lesley University in Cambridge, MA, and is a frequent presenter at schools and conferences. She lives in Connecticut with her family. For more information, kindly visit www.anitariggio.com.

DR. SYLVIA ROUSSEAU

During her professional career Dr. Sylvia Rousseau has served as a high school teacher, Director of Project AHEAD, high school assistant principal, high school principal, Associate Director of UCLA University-School Partnerships, instructor in Teacher Education Programs and Principals Institute, and Assistant Superintendent Secondary Instructional Support Services, LAUSD. In 2001 she assumed her present position of Local District Superintendent, District 7, LAUSD. Her emphasis has been on creating schools that embrace and build upon the cultural differences children bring, treating them as assets instead of deficits. Because of her leadership and vision children have achieved academic success and the schools have achieved impressive gains through the Academic Performance Index (API). Her life's work is to end this insidious form of oppression that has been perpetuated generation after generation, resulting in permanent poverty for children of color and children of the poor.

COLLEEN SOLOMON

Colleen Solomon is a Literacy Specialist for Scholastic in the Far West region. During her 24 years as a teacher and literacy coordinator, Colleen worked in regular and special education from preschool to the university level. She holds degrees from San Diego State University and the University of Nevada, Reno. Colleen is a member of the "Brainy Bunch," which promotes the application of brain research and educational practices. She served on the first education delegation to Cuba in 2000. For the past 10 years, Colleen has supported teachers and administrators with professional development and in-service training.



CHAUNCEY VEATCH

On April 24, 2002 before an audience in the White House Rose Garden, President George W. Bush presented to the American people the 2002–2003 National Teacher of the Year, Chauncey Veatch, a teacher at Coachella Valley High School in Thermal, California.

In 1995 at the end of his United States Army active duty service, he became a teacher at a Head Start through eighth grade school site. Over the next four years, he taught eighth-grade Science, Mathematics, Reading, Writing, Social Studies, Physical Education, English as a Second Language (ESL), and English Language Learners (ELL). He also taught seventh-grade Science. In the evenings, he taught all four levels of ESL and United States citizenship classes in the Adult School Program. In 1999, Mr. Veatch began teaching at the high school as a Social Studies and Vocational Education teacher for ninth, tenth, eleventh, and twelfth grades. He asks for students with learning disabilities, special education students, pregnant teens, students involved with gangs or drugs, and non-English speakers to be placed in his classes. His students' academic achievements have been impressive and consistent.

Mr. Veatch earned a bachelor's degree from the University of the Pacific in Stockton, California, and a Doctorate in Jurisprudence from the University of Notre Dame in South Bend, Indiana. During his first years as an educator, he earned his teaching credential from Chapman University in Palm Desert, California by taking classes on weekends and evenings. In the United States Army, he had served in the Infantry and Medical Service Corps branches. He is also a graduate of the United States Army Command and General Staff College in Fort Leavenworth, Kansas.

In recent years, Mr. Veatch has been honored as the International Ambassador for Education by La Prensa Hispana, the Mexican-American Chamber of Commerce Educator of the Year, the Migrant Education Program Teacher Award, and the Bilingual Education Program Teacher of the Year.

TASIA VELASQUEZ

Tasia Velasquez is a Literacy Specialist with Scholastic Inc. She has more than 30 years of teaching experience in education. She holds a K–8 Life Credential from the University of California at Los Angeles with degrees in Education. Throughout her career, Tasia has participated on various state Reading Initiatives and local literacy development committees for setting standards. She held the position of Regional Reading Specialist for the Los Angeles County Office of Education and is a certified trainer to implement the California Reading Initiative. As a teacher leader for the California Literature Project and an Early Literacy trainer, Tasia has done extensive teacher training and professional development throughout the Far West Region. She has presented numerous state and local conferences, workshops, and seminars on literacy development. Tasia is the co-founder of the award-winning literacy program, "Bringing Early Literacy to Life," a research-based teacher/trainer staff development program specifically designed for K–8 teachers in the Burbank Unified School District.

