Literacy Leaders Institute
Creating America's Schoolwide Literacy Plan

Presenters at a Glance

KYLENE BEERS
Dr. Beers is a Senior Reading Researcher in the School Development Program at Yale University. A former middle school teacher, Dr. Beers has turned her commitment to helping struggling readers into the major focus of her research, writing, speaking, and teaching. She is the current editor of the National Council of Teachers of English literacy journal Voices from the Middle, senior program author of Holt Rinehart and Winston’s Elements of Literature, Grades 6-12, and Holt Literature and Language Arts, Grades 6-11; author of When Kid’s Can’t Read—What Teachers Can Do (Heinemann, 2002); and, co-editor of Into Focus: Understanding and Creating Middle School Readers (Christopher-Gordon, 1998). With articles in English Journal, Journal of Adolescent and Adult Literacy, School Library Journal, Middle Matters, and Voices from the Middle, she is a recognized authority on struggling readers who speaks both nationally and internationally. Dr. Beers has served on the review boards of the English Journal and The ALAN Review, and on the SIGNAL Board (Special Interest Group on Adolescent Literature) of International Reading Association as well as the ALAN Board (Assembly on Literature for Adolescents) of the National Council of Teachers of English. She is the 2001 recipient of the Richard W. Halley Award given by NCTE for outstanding contributions to middle school literacy. Kylene divides her time between Houston, Texas, where she lives and consults in area schools, and New Haven, Connecticut, where she works at Yale.

WILEY BLEVINS
Wiley Blevins has taught school in the United States and South America. He completed his undergraduate work in Elementary Education at Bowling Green State University and his graduate work in Education at Harvard University. Currently Editorial Specialist for Early Reading at Scholastic Inc. in New York City, Wiley is the author of popular professional resource books: Reading Fluency: Lessons and Strategies for Reading Success; Phonics from A to Z; Phonemic Awareness Activities for Early Reading Success, Phonemic Awareness Songs & Rhymes; and quick and Easy Learning Games: Phonics, by Scholastic.
BECKY BONE
Becky Bone is a literacy specialist in the southeast region for Scholastic. As a former *READ 180* teacher, Becky worked with struggling readers in Orlando, Florida. Prior to that, she taught high school and worked with at-risk readers in Grades 9-12, served as Curriculum Coordinator, and was voted Teacher of the Year. Becky has also taught graduate and undergraduate courses at the University of Central Florida, National Louis University, and Southern College. Becky is a national presenter/facilitator for Janet Allen’s “It’s Never Too Late” Literacy Institutes, and has presented at the local, state, and regional levels, as well as the national level at NCTE and IRA. Additionally, she has been published in NCTE’s *Voices from the Middle*.

LINDA CORNWELL
Linda Cornwell is the National Literacy Specialist for Classroom Libraries and Teacher Resources Group of Scholastic Inc. She provides assistance and professional development to districts, schools, and teachers on how to use trade books effectively in the classroom to improve reading achievement. Linda is a popular presenter at international, national, state, and local reading conferences.

Dexter High School
Dexter High School — Literacy Achievement Team
Dexter, Michigan
AMANDA SEFCIK — Science
DEWEY SCOTT — Math
KEN KOENIG — Social Studies
JO MUSZKIEWICZ — English
DEB MARSH — English
KRISTA MCDONNOUGH — English
Dexter School District is located in southeastern Michigan eight miles outside of Ann Arbor. In 2002, the district completed construction of a new 9th-12th grade high school with a capacity of 1,200 students. Dexter High School is accredited by the North Central Accreditation Association. Students at Dexter High can choose from more than 100 classes to prepare them for admission to college or to enter the job market directly from high school.
KETTERING CITY SCHOOLS, KETTERING, OHIO
CAROL DONOVAN, 6th Grade Language Arts Teacher
SANDY GRUEBER, 6th Grade Intervention Specialist
VERONICA HECKER, 7th Grade Math Teacher
BECKY SHEPARD, 6th-8th Grade Technology Teacher and Language Arts Dept. Chair
JANET WEEKS, 8th Grade Foreign Language Teacher

Kettering is a first-ring suburb of Dayton located in southwest Ohio. The Kettering City School District serves over 7,000 students and has two middle schools, namely Kettering Middle School and Van Buren Middle School. The entire district is in the midst of construction to modernize and expand facilities; and at the same time, the staffs at the middle school level have been working to build a literacy program to improve reading skills and achievement test results. Thus the focus of their presentation is “Under Construction: Building a Literacy Program at Secondary School.” The presenters are part of a group of ten district teachers who attended last year’s Literacy Leader’s Conference in Denver, and they will be sharing aspects of how the initiative got started, and their work in progress toward goals that were established. They are excited that another group of ten Kettering teachers is in attendance at this year’s conference in San Francisco, ready to double the number of staffers who have had the Literacy Leader’s opportunity.

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 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 schoolwide 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 FLEISHMAN
Ernie Fleishman is the Senior Vice President for Education and Corporate Relations at Scholastic. He 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. Mr. Fleishman coordinates the National Teacher of the Year program with the Council of Chief State School Officers, and chairs the Scholastic National Advisory Council. In addition, he is chair 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 for the Center for Tobacco Free Kids as well as serving as the Chairperson for the Harvard Graduate School of Education Board of Alumni. Earlier at Scholastic, Mr. 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 in Greenwich, CT. Mr. Fleishman began his career as an English teacher. He received 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 in 1984.

HOPKINS WEST JUNIOR HIGH, MINNESOTA
DONNA PHILIPPO, Language Arts Teacher
ANDREW RUMMEL, Language Arts Teacher
TODD ROUDABUSH, Science Teacher
JULIE WALTHOUR, Reading Teacher
KIM CAMPBELL, Geography Teacher
TERRY WOLFSON, Principal
DIANE COWDERY, District Human Relations Coordinator Hopkins School District

The Hopkins School District is located in suburban Minneapolis, Minnesota and serves 8,300 students. The district’s two junior high schools were the first middle level schools in the Twin Cities metropolitan area to be named national schools of excellence by the U.S. Department of Education. This spring, both Hopkins middle level schools were selected by the National Association of Secondary School Principals to participate in the NASSP’s national study as 2 of the 100 “highly successful” middle level schools in the nation. Hopkins West Junior High School has a population of 970 students in Grades 7 through 9. The school adheres to a strong middle level philosophical approach in addressing the academic, social, emotional, and physical needs of the early adolescent.
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.

L’ANSE CREUSE PUBLIC SCHOOL DISTRICT, MICHIGAN
DEBORAH CIZMAS, Learning Support Specialist, L’Anse Creuse Middle – East
DIANE MASON, Learning Support Specialist, L’Anse Creuse Middle – North
DIANE VIGNERON, Learning Support Specialist, L’Anse Creuse Middle – Central
PATRICIA RABENBURG, Principal, L’Anse Creuse Middle — Central
The L’Anse Creuse Public School District is located in southeastern Michigan, north of Detroit. The district was an early leader in implementing the middle school philosophy, as well as having been named Michigan Exemplary Schools. Each of these buildings is an accredited member of the North Central Association of Colleges and Schools. L’Anse Creuse opened its newest middle school in August 2000, a state-of-the-art facility that is preparing to host the annual convention for Michigan Middle School Educators (MAMSE) in Spring, 2002. Superintendent Dr. John Armstrong has provided the impetus for educational excellence. Administrators and teachers have held high positions in state and national middle school associations. We continue to challenge ourselves with a “middle school vision” that will give all students a program that incorporates teaching and learning at the highest level.

JILL LAYTON
Jill Layton, the current curriculum coordinator for North Central Education Service District in Oregon has 21 years of experience teaching drama, language arts and serving as a K-12 principal for a rural district. Jill brings her experience, humor and vast knowledge base to presentations in the areas of writing, assessment, reading strategies and online learning. A lifelong learner, Jill is currently pursuing her Ed.D. through George Fox University.
LOS ANGELES UNIFIED SCHOOL DISTRICT
MICHELLE HAYASHIDA, English Language Arts Teacher
El Camino Real High School
IRENE LAMPERT, Resource Specialist Teacher
Kennedy High School

MICHELLE HAYASHIDA
Michelle has taught English for fourteen years. She currently teaches English Language Arts at El Camino Real High School in Los Angeles Unified School District where she also serves as a coordinator for the program for the English portion of the Humanities program. She is also the lead teacher for our Developing Readers and Writers program using Scholastic's READ 180. Additionally, she is a member of the literacy cadre and staff development team at El Camino Real; a UCLA Writing Project Fellow, and works for UCLA's Center X as a presenter for professional development in the field of literacy.

IRENE LAMBERT
Irene teaches and serves as the department chair at Kennedy High School in Los Angeles Unified School District. Irene is also the lead teacher for her school's Developing Readers and Writers Program using Scholastic's READ 180. She is a mentor teacher and a member of her school's literacy cadre. Irene has been a leader in the field of literacy on her school site. She has worked as a research assistant and co-presenter for Dr. Ron Klemp of California State University Northridge working in the field of literacy.

WALTER DEAN MYERS
I came to Harlem from West Virginia when I was three, after my mother died. My father, who was very poor, gave me up to two wonderful people, my foster parents. Thinking back to boyhood days, I remember the bright sun on Harlem streets, the easy rhythms of black and brown bodies, the sounds of children streaming in and out of red brick tenements. I remember La Marqueta, in East Harlem, where people spoke a multitude of languages. I remember playing basketball in Morningside Park until it was too dark to see the basket and then climbing over the fence to go home.

From my foster parents, the Deans, I received the love that was ultimately to strengthen me, even when I had forgotten its source. It was my foster mother, a half-Indian, half-German woman, who taught me to read, though she herself was barely literate. I remember her reading to me every day from True Romance magazine. Eventually, I was able to read magazines or newspapers to her. My father and my grandfather used to tell me stories. My father would tell scary stories. My grandfather's stories — he was a very religious man — were Old Testament, God's-gonna-get-ya kind of stories.

I read a lot of comic books and any kind of thing I could find. One day, a teacher found me. She grabbed my comic book and tore it up. I was really upset, but then she brought in a pile of books from her own library. That was the best thing that ever happened to me.
Books took me, not so much to foreign lands and fanciful adventures, but to a place within myself that I have been exploring ever since. The public library was my most treasured place. I couldn't believe my luck in discovering that what I enjoyed most — reading — was free.

I was a good student in that I could read well, but I was a behavioral problem. I had this very severe speech difficulty, and I arrived in school ready to conquer the world, but no one could understand a thing I was saying. That was very frustrating for me, and I responded by being angry.

One of my teachers decided that among many of my speech problems, I couldn't pronounce certain words at all. She thought that if I wrote something, I would use words I could pronounce, so she said, "Why don't you write something yourself? Whatever you choose to write. I began writing little poems, and they helped me because of the rhythms. I began to write short stories, too. My writing was about the only thing I was praised for in school.

By high school, I'd identified my own "avenue of value" as an intellectual, because I couldn't speak well and had a limited social life. But I knew my family couldn't afford college for me. So I dropped out of high school at age 15. I was brought back to school, but I dropped out again at 16, and on my seventeenth birthday I joined the Army. When I got out of the army, I didn't have any skills, I had no confidence, and I had that speech problem. So I loaded trucks. Then I worked in the post office, and I wrote at nights.

I wrote for magazines, I wrote adventure stuff, I wrote for The National Enquirer, I wrote advertising copy for cemeteries. Then I saw that the Council on Interracial Books for Children had a contest for black writers of children's books. I won the contest and that was my first book — Where Does the Day Go? Eventually I got into writing for teenagers. Actually, I had done a short story about teenagers. An editor read the story, thought it was the first chapter of a novel, and asked how the rest of it went. That sounded like opportunity banging on my door, so I made up the novel on the spot and I got a contract. That was my first Young Adult book, Fast Sam, Cool Clyde, and Stuff. It changed my life because I had no real education, and I needed something to validate myself. I needed to find value, and publishing gave me that value.

I so love writing. It is not something that I am doing just for a living, it is something that I love to do.

I get up early, between 4:30 and 5:00 A.M. I have a vest that I wear that weighs 20 pounds, and I walk with that about five miles a day. I'll try to get home by 7:00, shower, and start to work. I try to get ten pages done. Once I do my ten pages, that's it.

When I work, what I'll do is outline the story first. That forces me to do the thinking. I cut
out pictures of all of my characters, and my wife puts them into a collage, which goes on the wall above the computer. When I walk into the room I can see the characters, and I just get very close to them. I rush through a first draft, and then I go back and rewrite, because I can usually see what the problems ahead of me are going to be. Rewriting is more fun for me than writing is.

My ideas come largely from my own background. I write a lot about basketball, and I've played basketball for years and years. I was in the army and I wrote *Fallen Angels*. I lived in Harlem, and I write about Harlem. I'm interested in history, so I write about historical characters in nonfiction.

If I accomplish what I set out to do, then I'm happy with the book. If I've compromised, then I'm unhappy. Ultimately, what I want to do with my writing is to make connections — to touch the lives of my characters and, through them, those of my readers.

**BOOKLISTS/AWARDS**

_African Princess: At Her Majesty's Request* (1999)
*BCCB Blue Ribbon Books
*NYPL 100 Books For Reading And Sharing
*2000 Orbis Pictus Award
*1999 BCCB Blue Ribbon Book
*2000 CBC Notable Social Studies Trade Books For Young People
*IRA Notable Book For A Global Society
_Antarctica* (2004)
_Fallen Angels* (1989)
_The Glory Field* (1996)
*ALA Notable 2002
_Harlem* (1997)
*Caldecott Honor Book
*Coretta Scott King Honor Book
*ALA Notable Children's Book
*ALA Best Book For Young Adults
*ALA Quick Pick For Reluctant Young Adult Readers
*Boston Globe/Horn Book Award Honor Book
*ALA Booklist Editors’ Choice, CBC/NCSS Notable Children's
*Trade Book In The Field Of Social Studies
*Book Links Lasting Connection
*Coretta Scott King Honor Book
*ALA Notable Children's Book
*ALA Best Book For Young Adults
*The Horn Book Fanfare Honor List
*Library Of Congress Children's Book Of The Year
*CBC/NCSS Notable Children's Trade Book In The Field Of Social Studies
*NYPL Book For The Teen Age

Shadow Of The Red Moon (1997)
Slam! (1996)
*1997 Coretta Scott King Award
*Ala Best Book For Young Adults
*1998 South Carolina Young Adult Book Award
Smiffy Blue: Ace Crime Detective (1999)
Somewhere In The Darkness (2003)
NEWPORT-MESA UNIFIED SCHOOL DISTRICT

DR. JULIE CHAN
Director, Literacy Instruction

MIKE MCGUIRE
READ 180 Program Administrator

DIANA LESTER
Estancia High School
High School READ 180 Teacher and Reading and ELD Coordinator

SHARLENE LIEBENGOOD
Ensign Intermediate School
Middle School READ 180 Teacher and Language Arts Department Chair
Newport-Mesa Unified School District

ZSUZSI BURKHALTER

DR. JULIE CHAN
Julie Chan is the Director of Literacy Instruction for Newport-Mesa USD where she piloted READ 180 with Diana Lester during Summer School 2003. She has also taught Corrective Reading to 7th graders and Reading Recovery to at-risk first graders. Julie is past international chair of the IRA Reading and Computers Committee and penned a monthly software review column for The Reading Teacher and the Journal of Reading (now the Journal of Adolescent and Adult Literacy) for three years. For ten years, she served as the English/Language Arts Coordinator at the Orange County Department of Education and for six years was an associate professor in the Master’s of Reading Program at CSU Long Beach.

MIKE McGUIRE
Mike McGuire is the READ 180 Program Administrator who oversees budgets, planning, scheduling, logistics and technology for READ 180 schools throughout Newport-Mesa USD. Recently retired as the principal of Ensign Intermediate School, he also served the District as a history teacher for over 30 years. In addition to READ 180, Mike currently supervises student teachers from Vanguard University.

DIANA LESTER
Diana Lester teaches READ 180 and English Language Development (ELD) at Estancia High School. Her current leadership roles include serving simultaneously as the school’s English Learner Coordinator, ELD department chairperson, Reading department chairperson, and as a member of Estancia’s interdisciplinary Literacy Support Team. Although Diana recently earned her Master’s Degree in Reading, she has worked with English Learners for the majority of her teaching career in school districts throughout Texas, Oklahoma and California.
ZSUZSI BURKHALTER
Zsuzsi Burkhalter teaches READ 180 to middle school students as well as English Language Development (ELD) and Developmental Reading to high school students at Costa Mesa Middle/High School. Her Master’s Degree in Curriculum Development led her to write a thesis on teaching spelling. Zsuzsi’s seven-year teaching career spans elementary, middle, and high school levels for districts in Irvine, Colorado and Newport-Mesa.

PULASKI COMMUNITY MIDDLE SCHOOL
JENNIFER GRACYALNY, Associate Principal
TAMMY LIPSEY, Associate Principal
LAURIE PRZYBYLSKI-LAMERE, 6th Grade Teacher
AMY UELMEN, Library Media Specialist
Pulaski Community Middle School
Pulaski, Wisconsin
The Pulaski Community Middle School is located near Green Bay, Wisconsin and has been serving around 900 students in grades six through eight since the fall of 1999. Prior to implementing a middle school philosophy and concept in 1999, the Pulaski Community School District operated in a K-8, 9-12 system. During 2001, the middle school was selected for a study by the National Association of Secondary School Principals and was then recognized as “One of the Top 100 Middle Schools in the Nation” by N.A.S.S.P. After attending the Scholastic 2002 Literacy Leaders Institute in Chicago, our literacy initiative expanded into creating a culture of literacy in our school with students, staff, parents, and community. This past school year, the middle school was awarded a Wisconsin Department of Public Instruction Reading Excellence and Demonstration of Success (READS) Grant for $62,000. The grant money allowed us to have intensive staff development in teaching reading and writing in the content area, administering diagnostic assessments, effective interventions for struggling readers, and horizontal/vertical curriculum meetings to incorporate reading strategies in content areas.

PHOENIX UNION SCHOOL DISTRICT
JEAN ANDERSON, Curriculum Director
KATE MCDONALD, Language Arts Content Specialist
Phoenix Union High School
Phoenix, Arizona
Today, over 23,000 students attend 10 comprehensive high schools and three alternative programs in Phoenix Union High School District. The Curriculum Division is focused on providing opportunities for students to be successful in high school and beyond. We believe that student success should drive our work. In line with the District’s Strategic Plan, student achievement is our number one goal and the effective use of human and fiscal resources is a close second. We work with parents, staff, community and business
partners, as well as state and federal agencies to make sure that we continue to meet these goals. Our staff is competent and caring. You will see these qualities reflected in the conversations you might have with members of our Curriculum Division team, Jean and Kate.

SAN BERNARDINO UNIFIED SCHOOL DISTRICT
TERESA LANDORF — Secondary Literacy Coach — San Bernardino City USD
SCOTT ILIFF — READ 180 Teacher & Literacy Support — San Bernardino High
CAPPI KATIN— READ 180 Teacher — Del Vallejo Middle School
San Bernardino City Unified School District is located in the Inland Empire of Southern California. It is one of the largest school districts in California with 41 elementary schools, 8 middle schools, and 7 high schools. READ 180 is a major focus within San Bernardino schools. Hundreds of students have learned to read and master grade level standards with the help of READ 180 and the dedicated teachers/administrators in San Bernardino.

STEPHEN KUTNO
Dr. Kutno joined Scholastic Inc. in the capacity of Managing Director of Assessment. He has a broad knowledge of and familiarity with the creation of assessment tools. He has extensive experience in research, educational policy, practice, and learning patterns in various educational environments. Dr. Kutno has spent time as a high school classroom teacher and brings a unique mix of theory and practice to the accountability based reform movement.

JACKIE LIPSCOMB
Jackie Lipscomb is a Literacy Specialist for Scholastic Inc. Jackie is a former elementary and middle school teacher and reading specialist in Iowa and Chicago. She has a Bachelors of Arts in Urban Education, a Masters of Education in Reading, and has been trained in the National Writing Project. She is a national and international trainer and presenter. Jackie was a trainer for Johns Hopkins University’s cooperative learning method, Teams, Games, and Tournaments; and has facilitated guided reading workshops for Dr. Gay Su Pinnell and Irene Fountas. Jackie has coordinated and sponsored Teachers as Readers groups in major cities in the Midwest.

ROSAMUND ELSE-MITCHELL
Rosamund is the Director of Instruction at Scholastic Inc and is responsible for READ 180’s ongoing instructional design, data-driven instruction, reporting and professional development needs. Since joining Scholastic in 2000, Rosamund has developed and managed Scholastic Red’s online professional development courses, Improving Reading Comprehension, Grades 3-5, Improving Fluency, Grades 3-8 and Building Fluency, Grades K-2. Prior to Scholastic, she was a literacy staff developer at the building and district level as well as publisher of professional books on literacy in Sydney, Australia. She was a middle and high school teacher and was awarded a certificate for Excellence in Teaching in 1995 in Sydney, Australia.
MARYBETH MUNROE
MaryBeth Munroe, curriculum coordinator for Southern Oregon Education Service District, has an extensive background in reading and literacy instruction spanning 25 years. A state and national presenter in the area of language arts and assessment, she developed and presented staff development targeted toward improving literacy at the secondary level. Her pilot project, well-known throughout Oregon as S.O.S.: Student Owned Strategies for Reading as Thinking in the Content Areas, is currently delivered by more than 120 facilitators around the state. This successful reading improvement series uses current data, content standards, and effective cognitive learning strategies to improve instruction across content areas. She has combined her work with the Scholastic RED online courses to develop intervention reading staff development for her three-county service area. With her practical, yet focused approach, MaryBeth has positively impacted the literacy culture of every school with whom she consults. Her academic preparation includes reading and media endorsements, a Masters Degree in Educational Leadership, and substantial post graduate work.

NOELLE MORRIS
Noelle Morris is Educational Service Consultant for the Midwest Region of Scholastic Education. Noelle is a former Teacher of the Year, and exemplary READ 180 teacher in Orange County Florida. In 2000, Noelle joined Scholastic to work on editorial projects and consult with teachers. Noelle can be found sharing daily advice at ASK NOELLE on READ180.com. She inspires and motivates teachers with her philosophy 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.

PEGGY PAWLOSKI
Peggy Pawloski is the Director of Literacy Leaders Institute and a Literacy Specialist 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 been recognized for instructional leadership as a former classroom teacher, reading specialist, director of High Ability Learners program; including awards as 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 Masters Degree in Curriculum/Instruction and Administration with substantial post graduate work.

ANITA RIGGIO
Anita Riggio is the writer and illustrator of Smack Dab In The Middle and Beware The Blindlebeast, a Parents’ Choice Honor Book, as well as other titles. She has illustrated more than twenty picture books, including The Whispering Cloth, a NCTE Notable Children's Book and an IRA Teachers' Choice. In 1999, Anita earned a MFA in Writing from Vermont College. She is currently a faculty member of the MFA in Creative
Writing Program at Lesley University in Cambridge, MA. Anita's writing workshops in schools and at conferences have received wide acclaim, as have her intimate and intensive Coveside Writing Workshop weekends, offered at her home and studio in Connecticut. Anita Riggio is currently at work on several projects for young readers. For more information, kindly visit www.anitariggio.com.

COLLEEN SOLOMON
Colleen Solomon is a Literacy Specialist for Scholastic in the California 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.

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 cofounder of the awarding 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.

KATHLEEN WALSH
Kathy Walsh is the Director of Training and Development for The Scholastic Internet Group. She works with teachers around the country to share the wonderful resources and tools available on Scholastic.com and helps to develop new tools and content on the site. Kathy is a featured speaker at many national and regional conferences. She is a former teacher, reading specialist and technology director in San Bernardino, California.

JEFF WILHELM
Dr. Jeffrey Wilhelm is a well-known teacher, author, and presenter. His interests include team teaching, co-constructing inquiry-driven curriculum with students, and pursuing teacher research. His recent research agenda includes studying how student reading, writing, and thinking can be supported through the use of art, drama, and technology. Most recently, he studied adolescent boys and their reading, attitudes, aspirations, and the
school opportunities available to them for actualizing and performing different ways of
being literate. He is particularly interested in supporting the learning of students who are
often considered to be reluctant or resistant. A classroom teacher for fifteen years, Dr.
Wilhelm is currently an associate professor at the Boise State University, where he
teaches courses in middle and secondary level literacy. He works in local schools as part
of the Professional Development Site Network. He is the founding director of the Maine
Writing Project and is in the process of founding a National Writing Project site in Boise.
Jeff is in the process of writing a series of books for Scholastic Professional Books that
explore the teaching implications of his various studies on reading. The first three books
have been published over the past three years: *Improving Comprehension with Think
Alouds: Modeling What Good Readers Do, Action Strategies for Deepening
Comprehension*, and *Reading IS Seeing*. A fourth: *Inquiring Minds Want to Read and
Write* is currently in production. Jeff enjoys speaking, presenting, working with students
and schools.