

# *Contributors*

**Penny Antell**, Ed.S., is K–5 reading coordinator for the D.C. Everest School District in Wisconsin, the district literacy coach trainer in the Partnership in Comprehensive Literacy model, and a doctoral candidate at the University of Arkansas at Little Rock.

**Nancy Artz** is an instructional developer at the Institute for Learning at the University of Pittsburgh. Before joining the Institute, she developed a parent education series and a school-based conflict resolution program, coordinated an urban home-based early literacy program, and was director of an early childhood center.

**Rita M. Bean**, Ph.D., is a professor at the University of Pittsburgh and a former member of the board of directors of the International Reading Association. She was also a member of the advisory board for the Literacy Coaching Clearinghouse. Her work on the roles of literacy professionals spans more than 30 years.

**Donna DiPrima Bickel**, Ph.D., is a fellow at the Institute for Learning at the University of Pittsburgh and a developer of the Content-Focused Coaching Model® (CFC) of Professional Development. She is co-principal investigator on an Institute of Education Sciences (IES) Teacher Quality grant studying the effectiveness of this model.

**Phyllis Blackstone**, Ph.D., an associate professor of education at the University of Maine Farmington, formerly of Viterbo University, created the research-based model for the university literacy coaching certificate, developing the model for implementation with the supporting authors.

**Jack Cassidy, Ph.D.**, is director of the Center for Educational Development, Evaluation, and Research (CEDER) at Texas A&M University-Corpus Christi. He is also a professor in the Department of Curriculum and Instruction and associate dean of graduate studies for the College of Education. Previously, he was president of the International Reading Association and of the College Reading Association.

**Sherrye Dee Garrett, Ed.D.**, is an associate professor in the College of Education at Texas A&M University-Corpus Christi. Her areas of expertise include nonfiction, content reading, and reading diagnosis. She is also chair of the Texas A&M University-Corpus Christi Reading Conference.

**Dawn Gorski-Ohlf, M.S.E, NBCT**, is the district literacy specialist for the Holmen School District in Wisconsin. She is an adjunct faculty member in the graduate program for Viterbo University.

**Teresa Faulkner, Ph.D.**, is the district literacy specialist for the Onalaska School District in Wisconsin. A former university professor and middle/high school teacher, she is passionate about supporting literacy teachers.

**Kelly Feighan** has an M.A. in sociology and is the assistant director of evaluation at Research for Better Schools, a not-for-profit organization in Philadelphia, Pennsylvania. She serves as a senior researcher on a national Striving Readers project.

**Lorraine Gerhart** is a reading specialist, literacy coach, and literacy consultant. She is an adjunct faculty member at Cardinal Stritch, Mount Mary, University of Wisconsin Milwaukee, University of Wisconsin Oshkosh and Viterbo University.

**Sally Heineke**, Ph.D., is completing a post-doctoral literacy position at the University of Alabama, after which she will assume a professorship at Sam Houston State University in the fall of 2010. Besides her research on coaching discourse, she is also a co-investigator, exploring the benefits of partnering reading coaches with university faculty to facilitate teacher candidates serving as tutors.

**Elizabeth Heeren**, Ed.D., is the director and co-principal investigator of the Striving Readers Grant in Memphis City Schools. She teaches at the University of Memphis as an adjunct instructor in the Department of Curriculum and Instruction.

**Deborah Hollimon**, Ed.D., is literacy coordinator for Lincoln Parish Schools in Ruston, Louisiana. She began her career as a speech pathologist, later teaching remedial reading and high school English. Deborah received her doctorate in curriculum and instruction with a reading cognate in May 2008.

**Jacy Ippolito**, Ed.D., is an assistant professor in the School of Education at Salem State College in Salem, Massachusetts. He teaches courses on educational leadership and teaching and learning at the secondary level. Jacy's research focuses on the intersection of adolescent literacy, literacy coaching, teacher leadership, and school reform.

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**Sharon Reilly** is a school improvement consultant for CESA 7 (Cooperative Educational Services Agency) in Wisconsin. She is a reading specialist, literacy coach, and university adjunct instructor.

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**Rene Rubin, Ph.D.**, is an associate professor of literacy at the University of Texas at Brownsville. Her research interests include literacy coaching, family involvement, and English language learners.

**Misty Sailors, Ph.D.**, is an associate professor of literacy education at The University of Texas at San Antonio. Her research agenda focuses on texts found in elementary classrooms and the instruction that surrounds these texts, teacher education with a focus on coaching as a model of professional development, and language policies related to reading instruction in international settings.

**Nancy Shanklin, Ed.D.**, is an associate professor at the University of Colorado, where she teaches courses in literacy. She is also the executive director of the Literacy Coaching Clearinghouse. Her areas of interest include literacy, assessment, and pre-service and in-service teacher education.

**John Sutterby, Ph.D.**, is an associate professor at the University of Texas at Brownsville in the area of early childhood education. His research interests include family involvement, outdoor play environments, and second language teaching and development.

**Monica Swift** currently serves as a fellow for the Institute for Learning at the University of Pittsburgh Learning Research and

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**Patricia Sowls** is an independent consultant and adjunct faculty member at Viterbo University. She was a district reading specialist for more than 30 years in Wisconsin public schools.

**Wolfram Verlaan** is a doctoral student in the Department of Curriculum and Instruction at Texas A&M University-Corpus Christi and a national board-certified teacher in early adolescence/English language arts. He has taught for nine years in the Corpus Christi Independent School District.