About the Contributors

Salika A. Lawrence, Ph.D., is an Associate Professor of literacy at Medgar Evers College, City University of New York. She is a former middle and high school teacher, and literacy coach with the New York City Department of Education. For more than 15 years Dr. Lawrence has worked alongside teachers and students in their classrooms to support implementation of research-based practice. Her research interests include content area literacy, critical literacy, adolescent literacy, and teacher education and professional development.

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Annamary L. Consalvo is an assistant professor of literacy at The University of Texas at Tyler where she teaches undergraduate and graduate courses in teacher education. In 2011, she earned her Ph.D. in Curriculum and Instruction from The University of Texas at Austin with a specialty in Language and Literacy Studies. Research interests include the teaching of writing; disciplinary and adolescent literacy; the literary works and archive of Young Adult author, Robert Cormier; and, ways in which multiliteracies and new literacies inform teaching and learning in the 21st century.

Minkie O. English, MPA, is an analytical consultant with over 12 years of analytical and administrative program and project management experience. A former child and adolescent counselor, Minkie has spent most of her career analyzing data and using that data to inform policy and programmatic efficacy. As a lean six sigma green belt, Minkie now works as a project manager, on various initiatives, for local city government.

Carrie Eunyoung Hong, Ph.D. is an associate professor of literacy at William Paterson University of New Jersey. She is directing the master of education in literacy program in which classroom teachers are trained to be state reading specialists. Her research interests include reading, writing, and balanced literacy; literacy teacher education; and teacher preparation for teaching students from diverse linguistic and cultural backgrounds. Her publications appeared in Teacher Education Yearbook XXI, Teaching and Learning With the Net Generation, and The Journal of Inquiry and Action in Education.

LaShay Jennings, M.Ed., is a Clinical Instructor at East Tennessee State University, where she works with pre-service teachers on campus and within K-6 field classrooms. Mrs. Jennings is a former K-6 teacher and also served Buncombe County Schools in Asheville, North Carolina as a K-6 Instructional Coach. Currently, she is a Ph.D. candidate at The University of Tennessee, Knoxville. Her research in-
terests include adult learning in education, content-area literacy with a particular emphasis on science, and education in Appalachia.

Karin J. Keith, Ph.D., is an Associate Professor and Department Chair at East Tennessee State University. She is a former elementary teacher and literacy coach. She received her Ph.D. in Language and Literacy Education from the University of South Carolina where she researched the effectiveness of a statewide reading initiative on coaching. Her research interests include professional development, literacy coaching, content area literacy, and integrated curriculum.

Rosanne L. Kurstedt, Ph.D. is an educational consultant and adjunct professor. She has been an elementary school teacher, literacy and standards staff developer, and Director of Curriculum. She writes and edits for educational publishing companies and is a children’s book author. Her research interests include classroom talk, teachers’ collaborative work, and the ways in which children’s literature influences students’ concepts of identity, difference, and understanding of self and place.

Adam Lekwa, PhD, is an Assistant Research Professor at Rutgers University. Formerly a practicing school psychologist, Dr. Lekwa’ work has involved consultation in data-based decision making at the individual and school systems levels. His current research interests include formative assessment of academic skills and instructional practices, as well as instructional coaching to enhance the capacity of schools to meet student needs.

Kouider Mokhtari, Interdisciplinary PhD, (Ohio University, 1987) is the Anderson-Vukelja-Wright Endowed Professor of Literacy Education at the University of Texas at Tyler, where he engages in research, teaching, and service initiatives aimed at advancing literacy instruction and increasing students’ literacy achievement outcomes. His research focuses on the acquisition of language and literacy by first and second language learners, with an emphasis on children, adolescents, and adults who can read but have difficulties understanding what they read.

Geraldine Mongillo, Ph.D., is the chair of the Department of Educational Leadership and Professional Studies at William Paterson University of New Jersey and a professor of literacy. Research interests include intervention strategies for struggling readers, preparation of reading specialists, and the professional development of in-service teachers. Publications have appeared in Teacher Education Yearbook XXI and the Journal of College Reading and Learning. Visit www.wpunj.edu/coe/departments/elps to learn more about Geraldine’s work.

Noreen Moore, Ph.D., earned her PhD in Literacy Education from the University of Delaware after teaching writing for several years at the elementary through college levels. Her research interests are in writing instruction, writing and technology and online learning. She has published numerous articles in these areas and has presented at national and international conferences on these topics.

Renee Moran, Ph.D., is an assistant professor of reading education and K-6 coordinator at East Tennessee State University. She received her Ph.D. in teacher education with a focus on literacy stud-
ies from the University of Tennessee. Prior, she worked as an elementary teacher in the public schools of NC and CA. Her research interests include teacher decision making and the impact of policy in the literacy classroom.

Gina M. Pepin earned both her MS in Elementary Reading and Literacy (2007) and her Doctorate in Teacher Leadership (2013) from Walden University. She is an online adjunct instructor for M.Ed. Reading Specialist courses at Grand Canyon University. Gina is also a Title I Reading Specialist overseeing three K-3 elementary buildings in Upper Michigan. She serves as a literacy content expert on several doctoral committees and is an active member of several organizations - including the International Literacy Association, Michigan’s Gifted and Talented Association, Educator’s Rising, and is part of an Advisory Committee for Careers in Education. Her research interests include literacy, intervention and assessment, teacher leadership, and neuroplasticity.

Adam Pizzi works as both a High School Social Studies teacher and an Instructional Technologist for the Westfield Public School District (NJ). He has a masters degree in Instructional Media from Wilkes University & Discovery Education and is a Google Certified Educator. He believes that today’s students need and deserve opportunities to work with the content and apply it in meaningful and relevant ways. Adam strives to create a student-centered authentically based classroom where students regularly participate, question, analyze, and present that which they have learned.

Linda Reddy, PhD, is a Professor at Rutgers University. Dr. Reddy’s research focuses on school and teacher formative assessment, instructional coaching, and test development and validation. She also has significant clinical and research experience with large-scale school assessment, professional development and children with ADHD-related disorders.

Elisa S. Shernoff, PhD, is an Assistant Professor at Rutgers University. Her research centers on developing and evaluating professional development models for teachers working in high poverty schools, including coaching, virtual training platforms, and site-based training. The overall goal of Dr. Shernoff’s work includes expanding mental health practice in schools to include supporting teacher effectiveness as a mechanism for promoting positive academic and behavioral outcomes for children living in poverty.