

Dr. Lucy Calkins

Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project, the Director of the Literacy Specialist Program, and the Richard Robinson Professor of Children's Literature at Teachers College, Columbia University.

As Director of the Teachers College Reading and Writing Project, Lucy and her colleagues worked intensively this last year with 730 schools, including a majority of New York city's elementary schools and many middle schools. They're also deeply involved with school in Seattle, Albany, Washington D.C., Palm Beach, as well as several cities in California. In most of these instances, the TCRWP helps schools teach reading and writing through workshops in which youngsters read and write like readers and writers the world over. For example, in writing workshops, children generate ideas for writing, draft and revise their own important writing projects, apprentice themselves to mentor authors, and draw on an increasing repertoire of skills and strategies. In order to help schools provide students with the best possible instruction, Calkins and her colleagues help superintendents, principals, literacy coaches, and teachers to turn schools into professional learning communities—into places where everyone's growth curve is as steep as it can be.

The TCRWP not only works on site in hundreds and hundreds of schools, it also convenes educators for intensive institutes. Every summer over 5,000 educators attend one of the Project's five week-long institutes in New York City. Last year, for example, participants at just one of these came from 48 countries and 49 states. The Project also provides 367 full day conference on site in New York City each year and leads intensive workshops for a wide range of educators including principals, teachers of English language learners, teachers of special education students, teacher-researchers and the like.

Calkins is the author of many books. Her two classics—*The Art of Teaching Reading* and *The Art of Teaching Writing*—are now regarded as foundational to language arts instruction across the English speaking world. Her more recent contribution has been two series of books— [*Units of Study for Primary Writing: A Yearlong Curriculum*](#) and *Units of Study for Teaching Writing, Grades 3-5*—that can simultaneously provide support for teachers who want to teach state-of-the-art writing curriculum while also providing an intensive sort of professional development. These books are best-sellers, and the response to them has been extraordinary. Calkins has also written a book for parents—*Raising Lifelong Learners*—and a book on standardized tests for teachers, *A Teacher's Guide to Standardized Reading Tests*.

Lucy is the mother of two sons, Miles and Evan. She grew up as one of nine children on a farm in Western New York. She showed animals in 4-H fairs, built dams across the creek, had a regular job delivering chicken's eggs to all the neighbors. Her minister was a man who later became influential in the field of children's writing—Donald Graves. After Lucy attended Williams college and taught at every level—high school, middle school, and elementary school, in sites as diverse as the Bicester School in Oxford England and Weaver High School in the North End of Hartford, she joined Don Graves as a researcher in the nation's first major study into children as writers. This led to her first book...and the rest is history.



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Dr. Angela Peery, Ed.D.

Dr. Angela Peery is a Senior Professional Development Associate at The Leadership and Learning Center and is a teacher, researcher, and writer. Just before joining the Center, she worked for the South Carolina Department of Education as an instructional coach at a low-achieving middle school and helped raise student proficiency in writing. Previously, she was also a literacy consultant for the National Urban Alliance for Effective Education, working with teachers in high-poverty schools in Seattle and Indianapolis.

Angela's experience includes ten years of classroom teaching at the secondary level, four years as a high school assistant principal, and various curriculum leadership roles at the building, district, and state levels. She has taught graduate education courses at Coastal Carolina University and the University of Phoenix Online and is a co-director of a National Writing Project site. She has also taught undergraduate composition for Horry-Georgetown Technical College and Kaplan University Online.

In 2000, Angela earned her doctorate in curriculum and instruction. During her dissertation research phase of almost two years, she worked with a Jewish day school to improve literacy instruction. She is the author of two books, *Deep Change: Professional Development from the Inside Out* and *ARRIVE: Improving Instruction through Reflective Journaling*. Additional seminars and materials related to literacy, especially vocabulary acquisition and nonfiction writing, are currently being developed for the Center.

Angela is a native of Salem, VA and holds degrees from Randolph-Macon Woman's College, Hollins College, and the University of South Carolina. Her professional licensures include secondary English, secondary administration, and gifted/talented education.

Her family consists of husband Tim, three Labrador retrievers, and a cat. They currently reside on Lady's Island in the Beaufort/Hilton Head area of South Carolina. Angela is an officer in her homeowners' association and works with a local citizens' school improvement group. In her spare time, she enjoys leisure travel and entertaining friends and family.

Dr. Peery can be reached at APeery@LeadandLearn.com.



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Alice Greiner

Alice's years of classroom experience, mostly working in high-poverty, high English-learner schools, help her bring to educators a down-to-earth, practical approach to writing. Her relaxed style, sense of humor, and "learn from my mistakes" anecdotes help participants in her workshops feel immediately comfortable. After several hours with Alice, participants often comment, "You really have been a teacher, haven't you?" Alice considers this the highest form of praise.

Born in Oak Park, Illinois, Alice attended the University of Illinois for her first two years of college where she participated in a pilot teacher training program that placed teacher candidates in classrooms immediately. During her sophomore year, she discovered there really was life outside the plains of Illinois, so she transferred to the University of Denver to finish her undergraduate degree in English and education. After teaching for a number of years, she completed her master's degree through the University of Northern Colorado. In 1994, while still teaching full time, Alice began to offer workshops in reading and writing strategies. Shortly thereafter, Alice made the difficult decision to leave her teaching career to consult full time.



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Bonnie Bishop

Bonnie Bishop is a Professional Development Associate for The Leadership and Learning Center. Over the past several years, she has presented to teachers on regional as well as national levels and is recognized for her expertise in Balanced Literacy, Assessment, and Bridging the Academic Achievement Gap for English Learners. Her professional focus is working with teachers and administrators to improve student achievement.

Bonnie conducts highly motivational and interactive workshops that give teachers hands-on opportunities to improve classroom instruction and school-wide results through effective teaching strategies. The trainings and workshops that she conducts provide teachers with opportunities to reflect on their current practices and actively participate in structuring strategies to improve instruction that focuses on content standards, clearly focused objectives, and on-going assessments. Bonnie brings 33 years of successful teaching and administrative experience to her work with the Center.

In addition to her work with the Center, Bonnie is a program facilitator for California's Long Beach Unified School District, winner of the Broad Award for the Best Urban School District in the country where she trains and coaches teachers. Bonnie is also an educational consultant for 21st Century Learning as well as the co-founder and director of the Center for Accelerated Learning, an educational research and development organization. The hallmark of all her work in education is the facilitation of increased student results and teacher efficacy.

Having worked extensively with students and their teachers in both Spain and California over the past 18 years, Bonnie has the experience needed to provide teachers with current strategies that work to improve results for students who are not only learning academic content, but also for students who are learning academic content in English as a second language.

Bonnie has presented at the following conferences and institutes:

- California Association of Bilingual Educators Conference
- National Association of Bilingual Educators, Philadelphia, PA
- Educational Leadership Conference Riverside, CA
- California Teachers of English to Speakers of Other Languages Conference, San Diego, CA
- National Association of Bilingual Educators Dual Immersion Conference
- New Teachers' Institute, Long Beach, CA
- Leadership in Literacy, San Diego, CA
- Assessment as Learning, San Francisco, CA
- Balanced Literacy Conference, Houston, TX

Bonnie holds an M.A. Ed. in Curriculum and Instruction specializing in Multicultural Education and Dual Language Development. She holds a B.A. degree in English and Education. Additionally, Bonnie is fully credentialed and holds a Cross-Cultural Language Acquisition Development certification.

Bonnie resides in Long Beach, California, but enjoys spending time in Mallorca, Spain and St. Antonin-Noble-Val, France where she delights in languages and cultural diversity. She enjoys reading, writing, and capturing moments through the lens of her camera.

Bonnie Bishop can be reached at BBishop@LeadandLearn.com.



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