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Professional profile

International development professional, literacy expert, and developer of children's books and textbooks in local languages. Ph.D. in Literacy Education and 25 years of international experience creating and directing teacher training programs at all levels of schooling. Leader of projects to promote literacy and teaching for active learning and critical thinking in East and West Africa, Central Europe, Central Asia, and Central and South America, in partnership with ministries of education and the Open Society Institute, CODE of Canada, UNESCO, USAID, and the World Bank. Author of teacher-training textbooks on literacy and children's literature for higher education, of language and literacy textbooks for elementary and secondary students, and of children's books published in the US.
Emeritus Professor of Education at Hobart and William Smith Colleges, Geneva, New York USA.

Consultant assignments

Note: All but a few assignments have had short-term placements in country.

October 2023. CODE of Canada and the Children's Book Organization of Tanzania. Trained writers, illustrators, and designers of books for children in grades 1-4, with an emphasis on informational books and parallel books in Kiswahili and English.

January 2023 through January 2024. CODE and Government Affairs Canada.
Teaching and Learning in Fragile Contexts Project, Sierra Leone and Liberia. Trainer of authors and illustrators of a series of twelve anthologies of gender-responsive reading materials for students in Classes 1-6. Produced a review of the literature on refugees, internal displacement, and child trafficking in Liberia and Sierra Leone, and a review of the literature on teenage pregnancy and early marriage in both countries. Both reviews informed the shaping of writing prompts for the children's books.

December 2022 – present. *Fundatie Noi Orizonturi* ("New Horizons Foundation") Romania.
Appeared in podcasts on the teaching or early literacy to marginalized children in Romania, and helped revise literacy assessment instruments and online teacher training guides.

March through August 2022. The World Bank. "Read@Home" project. Author a guidebook on producing supplemental reading books in local languages for young children around the world.
January through June 2022. CODE of Canada and Children's Book Organization, Tanzania. Evaluator and consultant for the revitalization of an organization that produces children's books and trains teachers in Tanzania. Conducted an assessment of the literacy environment of 11 primary schools near Bagamoyo, Tanzania.

January through May 2020. CODE of Canada and Government Affairs Canada.
Transforming Girls Education Project, Sierra Leone. Lead trainer of a team to prepare Sierra Leonean writers and illustrators to produce eight titles of reading texts with gender-sensitive themes for students in grades 4-6.

November 2019-March 2020. Open Society Initiative in Central Asia/UNICEF/Chemonics International.
"Sanduqchai Zulbiyo" ["Magic Box"] Project. Lead trainer on creating a series of books for children, ages 5-8, based on a series of 50 children's television programs broadcast in the Tajik language on national television.

November 2017-March 2020. Chemonics International and USAID.
Read With Me, Tajikistan. Independent contractor providing training to writers, illustrators, and designers who are producing 120 titles of supplemental reading books in the Tajik language for children in grades 1-4. The project includes preparing culturally authentic books in different genres (big books, patterned books, decodable books, informational books, readers' theatre texts, transitional books, chapter books) and on different levels to support the literacy learning of young readers.

March 2019-March 2020. Chemonics International and USAID.

Time to Read, Kyrgyzstan. Independent contractor providing training to writers, illustrators, and to produce 30 titles of supplemental reading books in the Kyrgyz language for children in grades 1-4, with special emphasis on levelled books.

August 2019-2023. CODE and the Ministry of Education, Science, and Technology of Sierra Leone (MEST).
Improving Literacy in Sierra Leone. Designer and materials developer for a large-scale project to train 11,700 teachers of literacy and create communities of practice among teachers of grades 1-3 in Sierra Leone.

August 2018-2020. CODE, Global Partnership for Education's REACH project of the World Bank.
REACH for Reading in Sierra Leone. Project designer and materials developer for an initiative to train teachers in literacy methods and create communities of practice among teachers of grades 1-3 in Sierra Leone. Edited three one-hundred-page reading books for children.

May-September 2017. CODE, the Global Partnership for Education's REACH project of the World Bank.
REDISL teacher training project. Co-developer of training materials, and assessment coordinator for a project that provided two weeks of training to 5,000 teachers of grades 1-4 in Sierra Leone.

2016 to the present. CODE, The Association of Language and Literacy Educators of Sierra Leone, and PEN-Sierra Leone.
Reading-Sierra Leone 2020 Project. Lead trainer of teacher educators in Port Loko and the capital district of Sierra Leone. Focus on methods for promoting literacy and higher-order thinking for children in grades 4-6.

August-September 2015. CODE and Children's Book Project of Tanzania.
Reading-Tanzania. Project evaluator.

2011-2015. Children's Book Project of Tanzania and CODE.
Reading-Tanzania. Trainer and materials developer for a project to improve the methods of teacher educators for primary teachers in central Tanzania.

2011 to 2020. PEN-Sierra Leone and CODE.
Reading-Sierra Leone. Trainer and supervising editor of dozens of titles of supplemental reading books written and illustrated by Sierra Leoneans and published in connection with Sub Saharan Publishers in Ghana. Thousands of copies of the books have been distributed for free to children in Sierra Leonean schools.

2013-2014. USAID's *All Children Reading* project, the Armenian Step-by-Step Foundation, and the RWCT International Consortium.
BILI: Better Instruments for Literacy Instruction. Supervising developer of diagnostic assessment tools for primary level students' literacy in the Armenian language. Lead teacher trainer in teaching methods that are guided by the assessment results.

2011-2012. Chemonics International and USAID.
Primary Education Project I, Republic of Georgia. Independent contractor advising on the development of training materials for teachers of literacy in grades 1-4.

March 2012. Ghana Book Trust, CODE, and CIDA (now Government Affairs-Canada).
Reading-Ghana Project. Evaluation consultant.

2010-2011. Zambia Ministry of Education and Open Society Initiative of Southern Africa (OSISA).
Teaching for Active Learning and Critical Thinking. Director and trainer of teacher educators and materials developer preparing teacher educators to teach for higher order thinking in the upper primary grades.

2008-2011. We Care Library of Liberia and CODE.
Reading-Liberia Project. Trainer for teacher educators on reading methods and literacy assessment. Trainer of Liberian writers and illustrators of supplemental reading books.

2007-2008. Educational Reform Initiative of Turkey (ERI) and the Open Society Institute (OSI).
Critical Thinking in Turkish Middle Schools. Workshop Leader and materials developer for trainers of thousands of middle school teachers throughout Turkey to promote active learning, higher-order thinking, and tolerance for diversity.

2007-2008. FEPADE of El Salvador, Ministerio Nacional de Educación, and USAID.

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El enfoque comunicativo en la lectoescritura. Workshop Leader. Developed training modules in literacy instruction for the primary school teachers of El Salvador. The training was offered under the auspices of the USAID-supported Centers of Excellence in Teacher Training initiative.

June 2008. USAID/Liberia Teacher Training Project and the Open Society Initiative of West Africa (OSIWA).
Active learning for Liberian Schools. Workshop Leader and materials developer for a project to train 100 teacher educators for assignments in the three new rural teacher training colleges in Liberia.

2006-2007. OSIWA, Liberia.
Active learning for Liberian Schools. Workshop Leader for training teachers of grades 1-12. Helped establish the Critical Thinking-Liberia project, which continues offering staff development to teachers in all parts of Liberia. CT-L is affiliated with the RWCT International Consortium (See below).

1996- 2007. OSI and the International Literacy Association.
Reading and Writing for Critical Thinking. Co-founder and lead materials developer for a teacher training project that brought interactive and democratic teaching methods to post-socialist Central Europe and Central Asia, and later provided extensive training (100+ hours) to nearly 200,000 teachers at all school levels in 44 countries on 5 continents. RWCT was originally staffed by volunteer master educators from the US, Canada, the UK, and Australia who were recruited through the International Literacy Association, but in due course local trainers were prepared to become international trainers. The project continues today as the RWCT International Network (www.rwct.ngo).

2005-2008. Fundación Leer (Buenos Aires) and OSI.
Differentiated Instruction in Literacy. Workshop Leader and creator of training materials for teachers and teacher trainers in the Misiones District of northern Argentina. Also co-created a distance learning course on teaching methods that was used to train teachers up and down the cone of Argentina and parts of Chile. The Fundación Leer is affiliated with the RWCT International Consortium.

2005-2007. World Bank and OSI's Roma Education Fund.
Academic Success for Roma Children. Workshop leader for literacy educators from Moldova, Romania, Bulgaria, Croatia, Slovakia, and Slovenia helping Roma children succeed in school. Produced training materials and supervised the development of diagnostic testing instruments for literacy in five languages.

January 2007. School, Family, and Society Foundation of the Republic of Georgia and OSI.
Teaching for Emergent Literacy. Workshop Leader and creator of training materials for teachers and teacher educators with an emphasis on early grades.

January 2007. Tipa Tipa Foundation of Haiti and OSI.
Teaching for Active Learning and Critical Thinking. Workshop leader and creator of francophone training materials for early childhood teacher educators.

June 2006. School, Family, and Society Foundation of the Republic of Georgia and OSI.
Creating Books to Support Young Children's Literacy. Workshop Leader for local authors and illustrators of children's books in the Georgian language.

2005-2006. US Department of State.
Fulbright Scholar. Education and political science departments at Babes Bolyai University in Cluj, Romania.

December 2005. U.S. Department of State.
Visiting Scholars Program. Gave demonstration workshops on teaching for active learning and critical thinking in universities in Kiev and Kharkiv, Ukraine.

2005-2006. Next Page Foundation of Central Europe (OSI).
Creating Literacy Materials for Roma Children. Workshop Leader for Roma writers and illustrators of children's books in the Roma language (Bulgaria, Romania, Moldova, Macedonia, Croatia, and the Czech Republic).

June 2005. Universidad Tecnológica San Antonio de Machala (Ecuador) and OSI.
Critical Thinking and Active Learning. Workshop Presenter for university faculty in Machala, Ecuador.

May 2005. Centro de Educación Popular, Editorial Santillana, la Universidad San Francisco de Quito, and OSI.
Critical Thinking and Active Learning. Workshop Presenter and materials developer for teacher trainers from around Ecuador. Colleagues from the university later collaborated with the ministry of education and took the training to teachers in all the middle schools in Ecuador.

2003-2004. Centers of Excellence in Teacher Training and USAID.
Trainer of teacher educators for the primary grades in the Dominican Republic in methods for teaching literacy and higher-order thinking. CETT was a large network of teacher training in literacy supported by USAID for teachers in Central America.

July 2003. SPARK of the Netherlands.
Pristina Summer University. Visiting Professor, Pristina, Kosovo.

2002-2003. RWCT Project and the Open Society Institute.
Critical Thinking Across the Curriculum in the University. In the Czech Republic, Albania, Romania, and Ukraine, led workshops on contemporary post-secondary level pedagogy (alternatives to lectures such as cooperative learning, problem-solving, and service learning) for university faculty members.

2001- 2004. Ministry of Education and Culture, UNESCO, and International Reading Association.
Active Learning: From Basic Literacy to Critical Thinking. Directed the project and trained faculties of teacher training colleges from the northern and eastern regions of Tanzania.

October 2002. UNESCO.
A module on teaching reading for teachers in developing countries. Consultant on a project to develop a module on teaching reading in the primary grades, distributed by UNESCO. Bangkok, Thailand.

1998-2000. Open Society Institute.
Roma Tutoring Project. Worked with Roma writers and illustrators to produce six titles of supplemental readers for Roma children. Trained a cadre of volunteer tutors of Roma children in Romania.

1991-1992. Pontificia Universidad Católica Madre y Maestra and UNESCO.
Cuenta Conmigo. Worked with Professors Ana Margarita Hache de Yunen and Liliana Montenegro to develop seventh and eighth grade Spanish language arts textbooks for use in the Dominican Republic. The books were distributed at no cost.

1988. US Department of State.
Fulbright Scholar. Lecturer in the Escola Superior de Educacao de Lisboa, and various Colleges of Education in Portugal, advising on the transition to university-level training of primary school teachers (a consequence of Portugal's accession to the European Community). Presentations were delivered in Spanish.

Education

University of North Carolina (B.A. in English).
University of Virginia (M.Ed. In Curriculum Design; Ph.D. in Literacy Education, with a minor in comparative and international education).

Selected publications

University Textbooks
Understanding Reading Problems: Assessment and Instruction (Eight editions, Pearson Publishing).
Children's Books in Children's Hands: An Introduction to Their Literature (Six editions, Pearson Publishing).
All Children Read: Teaching for Literacy in Diverse Classrooms (Five editions, Pearson Publishing).
The Beginnings of Writing. (four editions, Pearson Publishing).
Thinking and Learning with Children's Literature. (Rowman and Littlefield).
Intervening for Literacy: The Early Years. (Pearson Publishing).

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Elementary and Secondary Textbooks

Write Idea! (a language arts textbook series for the primary grades published by MacMillan/McGraw Hill).

Focus on Literature (a literacy textbook series for the secondary English, published by MacMillan/McGraw Hill).

SRA Writing (a language arts textbook series for the primary grades published by Pearson/SRA).

Merrill Spelling (a textbook series for the primary grades by Merrill Publishing).

Children's Books

Cadillac (a picture book, published by G.P. Putnam's Sons).

Train (a picture book, published by Houghton Mifflin).

On the Riverbank (a picture book, published by Houghton Mifflin).

Shanty Boat (a picture book, published by Houghton Mifflin).

Guidebooks

The CODE Guide to Writers and Illustrators of Children's Books.

"Read@Home" CODE Guide to Writers and Illustrators of Children's Books.

Focus on Literacy: Reading and Writing Methods for Sierra Leonean Primary Schools.

Creating Books for Children: A Guide for Writers, Illustrators, and Designers in Sierra Leone.

Mbinu saba: Teaching for fluency, comprehension, and critical thinking in Kiswahili.

Classroom-based reading assessment for Armenian primary schools.

Creating books for young children: A writers' and illustrators' guide for Sierra Leone.

Using read-alouds to develop literacy in Liberian schools.

Critical thinking for Turkish middle schools.

Teaching and learning strategies for the thinking classroom in Liberia.

Academic success for Roma children: Assessment and instruction.

Succès scolaire pour les enfants Haïtiens: La pratique de l'enseignement de la lecture.

Writing and illustrating multicultural books for children: A workshop guide for the Caucasus and Southeastern Europe.

Teaching for active and cooperative learning in the RWCT project.

La enseñanza para la comprensión lectora (República Dominicana).

La alfabetización emergente (República Dominicana).

Critical thinking across the curriculum: RWCT in higher education.

Reading, writing, & discussion in every discipline.

Teacher Upgrade Program: Zonal Facilitators' Guide (A Training Manual for the Tanzanian Ministry of Education and Culture).

Courses taught at Hobart and William Smith Colleges

Teaching literacy in the primary school.

Teaching literacy in the secondary school.

Children's literature.

Writing for children.

Comparative and international education.

Storytelling.

Peace studies.

Memberships and networks

The International Literacy Association

The Society of Children's Book Writers and Illustrators (publishing member)

The Comparative and International Education Society

United States Board on Books for Young People

The Reading and Writing for Critical Thinking International Network

The National Storytelling Network

Languages

Native fluency in English.

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Near fluency in Spanish (sufficient for conducting workshops).

Intermediate French and Romanian.