

**How can I participate?**

In order to leverage the costs of this series, we are asking for a small fee to cover breakfast and copying. Each session will cost \$15, however if you sign up for all four, the price will be \$50.

Send a copy of this registration form with your payment to our office by Friday, January 7th, 2011. *This series is limited to 50 participants*, so we will take registrations on a first come, first served basis.

Once we receive your registration, we will e-mail you a confirmation.

**Yes, count me in!**

I would like to see the following:

_____	Dr. Freddy Hiebert- January 22, 2011	\$15	8:30-Noon
_____	Dr. David Pearson- March 5, 2011	\$15	8:30-Noon
_____	Dr Claude Goldenberg- April 16, 2011	\$15	8:30-Noon
_____	Dr. Kate Kinsella- May 14, 2011	\$15	8:30-Noon

\_\_\_\_\_ All 4 Speakers, Total \$50 (\$10 discount)

\_\_\_\_\_ Total Enclosed \_\_\_\_\_

**Make checks payable to:**

*California Reading and Literature Project*

**Send to:**

**San Francisco State University  
Attention: Karen Green  
1600 Holloway Avenue, BH 191  
San Francisco, CA 94132**

**All sessions held at:**

**Academics and  
Professional Development  
Building**

Multipurpose Room  
750 25th Avenue  
San Francisco, CA 94121-3612

# California Reading and Literature Project

*is pleased to present:*

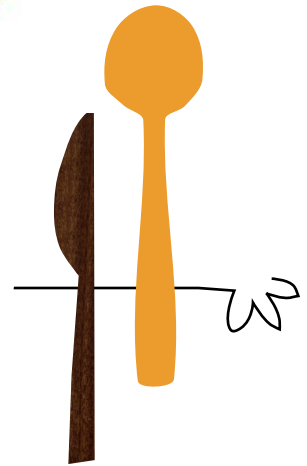
## The Saturday Speaker Series- “Breakfast with Champions of Language and Literacy”



**All Sessions will include breakfast, and handouts.**

**Registration and Breakfast will begin at 8:30am, Speakers will begin promptly at 9:00am and finish at noon.**

Dr. Freddy Hiebert-January 22, 2011  
Dr. David Pearson-March 5, 2011  
Dr. Claude Goldenberg-April 16, 2011  
Dr. Kate Kinsella-May 14, 2011



# Speaker Biographies



**Freddy Hiebert–Session 1–January 22, 2010**

**Elfrieda (Freddy) H. Hiebert** is President and CEO of TextProject, Inc., a not-for-profit aimed at increasing student-reading levels through appropriate texts. She is also an Adjunct Professor at the University of California, Berkeley. Dr. Hiebert received a Ph.D. in Educational Psychology from the University of Wisconsin–Madison. She has worked in the field of early reading acquisition for over 40 years, first as a teacher’s aide and teacher of primary-level students in central California and, subsequently, as a teacher educator and researcher at the Universities of Kentucky, Colorado–Boulder, and Michigan. Dr. Hiebert has published numerous research articles and chapters as well as 11 books, the most recent of which is *Revisiting Silent Reading*, co-edited with Ray Reutzel and published by the International Reading Association as its book of the month for December of 2010. At the present time, she is investigating the effects of texts, particularly informational texts, on the automaticity and vocabulary development of students, especially English Language Learners. Freddy currently serves as the Lead Advisor on San Francisco’s California Reading and Literature Project’s advisory board.

**P. David Pearson– Session 2–March 5, 2011**



P. David Pearson serves as a faculty member in the Language, Literacy, and Culture program in the Graduate School of Education at the University of California, Berkeley, where he also served as Dean from 2001–2009. His current research focuses on issues of reading instruction and reading assessment policies and practices. With degrees from UC Berkeley (BA in history) and Minnesota (PhD in education), Pearson has served the reading and literacy education profession in a range of roles: as editor of *Reading Research Quarterly* and the *National Reading Conference Yearbook*, as president of NRC and member of the IRA board of directors, and the founding editor of the *Handbook of Reading Research*.

He is currently on the Board of Directors for the National Writing Project and a member of the National Academy of Education. Those contributions have earned him several awards: IRA’s William S. Gray Citation of Merit (1990) and Albert Harris Award (2005), NRC’s Oscar Causey Award (1989), NCTE’s Alan Purves Award (2003), the University of Minnesota’s Outstanding Alumni Award, and AERA’s Distinguished Contributions to Research in Education Award. David is a member of the California Reading and Literature Project’s Executive Advisory Board. Before coming to UC Berkeley, Pearson served on the reading education faculties at Minnesota, Illinois, and Michigan State. He began his education career as a 5th grade teacher in Porterville, CA.

# Speaker Biographies

Claude Goldenberg–Session 3–April 16, 2011

Claude Goldenberg is Professor of Education at Stanford University. He received his A.B. from Princeton University and Ph.D. from UCLA's Graduate School of Education. Goldenberg has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in Los Angeles. Prior to his Stanford appointment, Goldenberg was at California State University, Long Beach from 1994–2008.



Goldenberg was a National Academy of Education Spencer Fellow and a co-recipient (with Ronald Gallimore) of the Albert J. Harris Award from the International Reading Association. He was on the Committee for the Prevention of Early Reading Difficulties in Young Children (National Research Council) and the National Literacy Panel, which synthesized research on literacy development among language-minority children and youth. He is author of *Successful School Change: Creating Settings to Improve Teaching and Learning* (Teachers College, 2004), co-author (with Rhoda Coleman) of *Promoting Academic Achievement among English Learners: A Guide to the Research* (Corwin, 2010), and co-editor (with Aydin Durgunoglu) of *Language and Literacy Development in Bilingual Settings* (Guilford, 2010).

His research focuses on literacy development among English language learners, home-school connections with language-minority families, processes and dynamics of school change, language and literacy development among Mexican children, and classroom literacy interventions for elementary and middle school students. He is currently directing a project (with Edward Haertel, also of Stanford), funded by the Spencer and Grant Foundations, to develop a measure of classroom quality for English language learners.

Kate Kinsella–Session 4–May 14, 2011

Dr. Kate Kinsella is a faculty member in San Francisco State University's Center for Teacher Efficacy. Her national consultancy, training and publications focus upon improving achievement of immigrant youth, in particular long-term English Learners. She has maintained active involvement in linguistically diverse classrooms by regularly providing in-class coaching and demonstrations lessons while also teaching academic literacy skills to high school English Learners in SFSU's Step to College Program. She is co-author of READ 180, Scholastic's intensive intervention program for striving readers and English Learners in grades 4-12. She has also served as the pedagogical guide for numerous English Learner programs and dictionaries, including the Longman Study Dictionary and the Oxford Picture Dictionary for the Content Areas. A former Fulbright scholar, Dr. Kinsella has received various awards including the Marcus Foster Memorial Award offered by the California Reading Association to a California educator who has made a statewide impact on literacy policy and practice. The author of numerous scholarly publications and former editor of the *CATESOL Journal*, she recently co-authored a chapter on research-based English Language Development in secondary contexts for a 2010 publication by the California Department of Education.

