

EDITORS AND CONTRIBUTORS

Kristina Berdan has been a teacher for eight years and currently teaches language arts to seventh graders at the Stadium School in Baltimore, Maryland. She also works with sixth-, seventh-, and eighth-grade Youth Dreamers at school and is president of the Stadium School Youth Dreamers, Inc., working alongside youth officers. A National Board Certified Teacher, she is also a part-time faculty member at Towson University and a teacher-consultant with the Maryland Writing Project.

Ian Boulton has worked as a trainer and community worker for twenty-five years. He is a partner in The Social Action Company, a group of consultants that use Social Action methods to develop social care and community projects in Eastern Europe.

Connie Ellard Bunch, a teacher-consultant with the Alcorn Writing Project in Natchez, Mississippi, has taught for fifteen years. Her experience includes teaching English as a second language in Japan and in adult education, public schools, and private schools in Kentucky, Mississippi, and Louisiana. She is certified in gifted education, special education, and elementary education and holds National Board Certification in Adolescence and Young Adulthood/English Language Arts.

Critics of Society is a one-semester, untracked English class consisting of juniors and seniors at Sparks High School in Sparks, Nevada. The class of 2003 co-wrote the piece “Changing Our World.”

Elizabeth A. Davis is a teacher-consultant with the D.C. Area Writing Project and a veteran technology education teacher in the District of Columbia Public Schools. In addition to serving on the Urban Sites Network leadership team of the National

Writing Project, Elizabeth currently teaches at John Philip Sousa Middle School in Southeast Washington, D.C.

Elyse Eidman-Aadahl directs national programs and site development for the National Writing Project (NWP) at the University of California, Berkeley. A former high school English teacher and university teacher educator, she has been both a teacher-participant and a national leader in a range of teacher learning networks in the NWP and in other professional organizations. Her founding work with the collaboration between the NWP and the Centre for Social Action grows out of a long-standing interest in teachers' learning from literacy work and youth work in out-of-school settings.

Lori Farias is a teacher-consultant with the Northern Nevada Writing Project at the University of Nevada, Reno. She has been teaching for over a decade and currently teaches eleventh and twelfth graders as a language arts teacher at Sparks High School in Sparks, Nevada.

Jennie Fleming began her working life as a youth and community worker on voluntary and statutory youth work projects in the United Kingdom. Since 1995, she has worked actively to develop Social Action practice at the Centre for Social Action (CSA) at De Montfort University in England. She has been part of the collaboration between the CSA and the National Writing Project from its inception.

Maggie Folkers has been an educator for fourteen years and currently teaches World Cultures, a team-taught honors class of sixty sophomores, and two junior-senior classes of Poetry and Mythology at Edward C. Reed High School in Sparks, Nevada, where she chairs the English department. She has been an active teacher-consultant for the Northern Nevada Writing Project since 2001.

Launie Gardner has been a teacher for sixteen years and currently teaches eleventh- and twelfth-grade English, civics, and economics at Truckee Meadows Community College High School in Reno, Nevada. She also serves as co-chair of the board of directors of Rainshadow Community Charter High School, a school that is attempting to integrate interdisciplinary, project-based, and community-based hands-on learning. She served as director for the Northern Nevada Writing Project and remains involved with its professional development activities focused on Social Action.

Dietta Poston Hitchcock has taught gifted education in elementary and junior high schools for six years. Currently, she is teaching art to students in kindergarten through fifth grade in six schools and helping to develop curriculum for the new arts program in the Roswell school district in New Mexico. She is a teacher-consultant with the High Plains Writing Project.

Paula Laub has been a teacher for eight years. She currently teaches second grade at Paradise Professional Development School in Las Vegas, Nevada. Paula is also a teacher-consultant for the Southern Nevada Writing Project at the University of Nevada, Las Vegas, and is an active member of the Social Action committee for their site.

Chinwe “La Tanya” Obijiofor, a reading specialist at Wynbrooke Elementary School in Stone Mountain, Georgia, is a veteran teacher of twenty years and holds National Board Certification as an Early Childhood/Generalist. In addition to her duties as a teacher, she works with the Georgia Professional Standards Commission as one of the Reach-to-Teach faculty members. She has served as director of the Peachtree Urban Writing Project’s Summer Writing Institute for Students in Atlanta, Georgia.

Iana Rogers is national programs manager for the National Writing Project (NWP) at the University of California, Berkeley. She has been working with the collaboration between the NWP and the Centre for Social Action since 2001.

Mildred Serra has been a teacher for twenty-four years in private and public schools in Puerto Rico and is currently an English teacher for fourth and fifth grades at Lorencita Ramirez de Arellano School in Toa Baja, Puerto Rico. She is a teacher-consultant with the Borinquen Writing Project at the University of Sacred Heart in Santurce, Puerto Rico.

Asali Solomon has been working with the National Writing Project collaboration with the Centre for Social Action since 2000. She is currently assistant professor of English at Washington & Lee University in Lexington, Virginia, where she teaches African American literature, composition, and creative writing and often uses Social Action activities with her students.

The Youth Dreamers (Mildred Harris, Chantel Morant, Shanta Crippen, Chris Lawson, Chekana Reid, Cierra Cary, and Tiffani Young-Smith) are a group of students in grades six through eleven who decided in 2001 to create a youth-run youth

center in their community in Baltimore, Maryland, to give young people like themselves a positive place to go after school. These authors come from different generations of Youth Dreamers; some have stayed committed to the project past their years at the Stadium School where the project began, and some are just beginning to work in the classroom at the Stadium School.