

## Contributing Authors

**Amma Akrofi** is an associate professor in the Curriculum & Instruction Department in the College of Education at Texas Tech University, Lubbock, Texas. Her teaching and research interests include linguistics and the teaching of reading, reading for English language learners, diversity and cultural issues in children's literature, and ESL literacy learning in American mainstream classrooms.

**Charles Anthony Earls**, a student of the American pragmatists, received his Ph.D. in philosophy from Southern Illinois University Carbondale in 1997. Most of his career, since 1981, has been as a student affairs administrator on various public four-year research intuitions, which has afforded him the opportunity to teach as well as write in the field of philosophy. He currently serves on the campus of the University of Nebraska Kearney as the associate dean in Student Affairs and Director of Residence Life.

**James Nehring** serves as Assistant Professor in the Graduate School of Education, University of Massachusetts Lowell. His research interests are professional learning and school improvement. He is the author of five books and numerous articles. He has been a high school teacher, principal, and teacher leader.

**Carole Janisch** is an associate professor in the Curriculum & Instruction Department in the College of Education at Texas Tech University, Lubbock, Texas. Her teaching and research interests center on classroom based

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assessment, reading comprehension, reading and writing connections, and reading teacher education with a view toward the use of multiple assessment measures for the directing of student learning.

**Xiaoming Liu** is an assistant professor in the Department of Elementary Education at Towson University, Baltimore, Maryland. She teaches reading courses in the Master of Arts in Teaching (MAT) program. Her research interests include authentic literacy assessment, children's literature, and language acquisition. She is interested in working with children of diverse linguistic and cultural backgrounds and struggling readers.

**Douglas Stewart** is professor (emeritus) in philosophy of education at the University of Regina, Canada. His more recent research has focused on aspects of human flourishing in relation to schooling and its purposes. He is a past-president of the Canadian Philosophy of Education Society.

**Paul A. Wagner** is director of the Project of Professional Ethics at the University of Houston-Clear Lake. He is professor of educational administration and chair of the Educational Foundations Department. He also holds an appointment in the School of Humanities and Human Sciences where he has taught Probability and Decision Theory. He has served on the ethics committee of the 40,000 member American Association of Public Administrators and a founding member of the annual Conference on ethics for senior level Texas government officials held at the Lyndon B. Johnson School of Public Policy, University of Texas and co-sponsored by the Texas Ethics Commission.