

## Contributing Author

# Sharroky Hollie, Ph.D.

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Dr. Sharroky Hollie has 20 years of experience in education from the elementary level to the university level. He taught English/Language Arts at the middle school and high school levels and English Composition and American Literature at the community college level. At California State University, Dominguez Hills, Dr. Hollie prepares teachers for urban schools: he teaches classroom management, methodology, student teacher supervision, and reading for secondary teachers.

As a Program Coordinator for the Academic English Mastery Program in the Los Angeles Unified School District, Dr. Hollie was responsible for professional development and curriculum development for teachers working with Standard English Learners in underserved schools. He is also co-founder and Executive Director of the Center for Culturally Responsive Teaching and Learning (CCRTL), a nonprofit organization providing high quality professional development to educators serving African and Mexican students in America. The center works with school districts throughout the country. Dr. Hollie has trained nearly 10,000 teachers and observed approximately 1,000 classrooms in the past ten years.

In fall 2003, Dr. Hollie and two colleagues founded the Culture and Language Academy of Success (CLAS), a K–8 elementary charter school that is based on culturally and linguistically responsive pedagogy. At CLAS, he is the Director of Curriculum, Professional Development, and Teacher Support. Dr. Hollie was recently published in *Teaching African American Learners to Read*, an International Reading Association publication edited by Mary Hoover and Bill Hammond.



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