

Curriculum Vita  
Catherine A. Rosemary, Ph.D., Professor  
Department of Education and Allied Studies  
John Carroll University  
20700 North Park Boulevard, University Heights, Ohio 44118

Teach advanced level literacy courses and serve as Coordinator, Consortium-based Literacy Specialist Endorsement Program. Conduct research on teacher learning and professional development in literacy. Provide professional development services to schools and early childhood agencies on literacy instruction and intervention.

## **EDUCATION**

1995: Doctor of Philosophy, Literacy and Policy. University of Virginia, Charlottesville, VA  
1987: Supervision of Reading, Bloomsburg University of Pennsylvania, Bloomsburg, PA  
1986: Supervision of Curriculum & Instruction, N-12, Bloomsburg University of PA, Bloomsburg, PA  
1985: Master of Science, Reading Education, Marywood College, Scranton, PA  
1974: Bachelor of Science, Elementary/Special Education, University of Delaware, Newark, DE

## **PROFESSIONAL EXPERIENCE**

2011- Chair, Department of Education and Allied Studies  
John Carroll University, University Heights, OH  
2006 - Professor of Education, Department of Education & Allied Studies  
2006 - Coordinator, Consortium-based Literacy Specialist Endorsement Program. Partnership among seven Ohio Universities offering advanced program for literacy coach preparation.  
2002-2006 Associate Professor, Department of Education & Allied Studies  
John Carroll University, University Heights, OH  
2003- 2010 Co-Director Reading First – Ohio Center for Professional Development and Technical Assistance. In collaboration with Cleveland State University and The University of Akron (Project funded by USDOE through Ohio Department of Education)  
2001- 2007 Project Director, Field Faculty Network in Literacy Education (Project funded by Ohio Department of Education)  
1997 – 2001 Assistant Professor, Department of Education & Allied Studies  
John Carroll University, University Heights, OH  
Associate Director, Literacy Specialist Project (2000)  
1996 Visiting Associate Professor, Early Childhood, University of Oulu, Finland  
1995 – 1996 Faculty Lecturer, Graduate Reading Education, University of Virginia, Charlottesville, VA  
1990 – 1995 Adjunct Instructor, Graduate Reading Education, University of Virginia, Charlottesville, VA  
1988 - 1990 Adjunct Instructor, Humanities, Luzerne County Community College, Nanticoke, PA  
1974 – 1990 Teacher: Kindergarten, K-12 Reading, 7<sup>th</sup> and 8<sup>th</sup> Grade English/Language Arts; Adult Basic Education; Director of Curriculum and Instruction. Wyalusing Area School District, Wyalusing, Pennsylvania. Teacher: Special Education, Queen Anne County, MD (1974-1975).

## **TEACHING**

ED 565 Literacy Perspectives  
ED 571 Integrated Language Arts  
ED 578 Literacy Assessment and Intervention Models  
ED 573 Literacy Internship  
ED 580 Language Study and Phonics  
ED 579 A & B Internship: Literacy Specialist Endorsement Program  
ED 576B Professional Development in Literacy: Literacy Specialist Endorsement Program  
ED 457 Methods in Reading Education  
ED 548 Evidenced-based Professional Development

## **PUBLICATIONS**

Mokhtari, K., Rosemary, C. A., & Edwards, P. (2010). Making instructional decisions based on data: What, how,

- and why. In R. M. Bean, N. Heisey, & C. M. Roller, C. M. (Eds.), *Preparing reading professionals* (pp. 196 – 202).[Article reprint]
- Mokhtari, K., Rosemary, C. A., & Edwards, P. (2010). Making instructional decisions based on data: What, how, and Why. (In S. C. Williamson (Ed.), *Annual editions: Assessment and evaluations: 10/11* (pp. 124-128). Boston, MA: McGraw-Hill Companies, Inc. [Article reprint]
- Mokhtari, K., Rosemary, C. A., & Edwards, P. (2010). Making instructional decisions based on data: What, how, and Why. In F. W. Parkay, G. Hess, & E. J. Ancil (Eds.), *Curriculum leadership: Readings for developing quality educational programs* (pp. 427 – 432). Boston, MA: Allyn & Bacon. [Article reprint]
- Rosemary, C. A., & Feldman, N. (2009). Professional development settings: More than time, place, activity. <http://www.literacycoachingonline.org/briefs.html>
- Rosemary, C. A., & Feldman, N. (2009). Professional development setting checklist. <http://www.literacycoachingonline.org/tools.html>
- Rosemary, C. A., Kinnucan-Welsch, Cardenas, M. & Young-Groach, P. (2008). The future is now: Ohio Consortium for online graduate education program in literacy. In R. M. Augustine (Chair), *Midwestern Association of Graduate Schools: Proceedings of the 63rd annual meeting*. Charleston, IL: Paap Printing.
- Mokhtari, K., Rosemary, C. A., & Edwards, P. (2007). Making instructional decisions based on data: What, how, and Why. *The Reading Teacher*, 61 (4), 354 – 359.
- Purcell, T. & Rosemary, C. A. (2007). Differentiated instruction in the preK classroom: Bridging emergent literacy instruction and developmentally appropriate practice. In L. Justice & C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction*. New York: Guilford.
- Roskos, K., Brown, D., Krosnick, L., Lenhart, L., Jarosewich, T., Rosemary, C., Savory, J., Salzman, J. (2007). Professional development in Reading First Ohio: Comparison of four methods of professional development delivery. *Journal of Research in Education*, 17, 16-24.
- Rosemary, C. A., Roskos, K. A. & Landreth, L. (2007). *Designing professional development in literacy: A framework for effective instruction*. New York: Guilford Press.
- Kinnucan-Welsch, K., Rosemary, C. A., Grogan, P. (2006). Accountability by design in literacy professional development. *The Reading Teacher*, 59 (5), 426-437.
- Rosemary, C. (2005). Teacher Learning Instrument: A metacognitive tool for improving literacy teaching. In S. Israel, C.C. Block, & K. Kinnucan-Welsch (Eds.), *Metacognition in literacy learning: theory, assessment, instruction, and professional development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kinnucan-Welsch, K., Rosemary, C. A., Grogan, P. (2006). Accountability by design in literacy professional development. *The Reading Teacher*, 59 (5), 426-437.
- Rosemary, C. (2005). Teacher Learning Instrument: A metacognitive tool for improving literacy teaching. In S. Israel, C.C. Block, & K. Kinnucan-Welsch (Eds.), *Metacognition in literacy learning: theory, assessment, instruction, and professional development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Roskos, K., Rosemary, C., & Varner, H. (2005). Alignment in educator preparation for early and beginning literacy instruction: An 'open file' in Ohio. In I. Martinez-Beck & M. Zaslow (Eds.), *Early childhood professional development and training and children's successful transition to elementary school*. Brookes Publishing Co.
- Rosemary, C. A., Freppon, P., & Kinnucan-Welsch, K. (with Grogan, P., Feist-Willis, J., Zimmerman, B., Campbell, L., Cobb, J., Hill, M., Walker, B., Ward, M. (2002). Improving literacy teaching through structured collaborative inquiry in classroom and university clinical settings. In D. Schaller, C. Fairbanks, J. Worthy, B. Maloch, & J. Hoffman (Eds.), *51st Yearbook of the National Reading Conference* (pp 368-382). Oak Creek, WI: National Reading Conference.
- Rosemary, C. A., & Abouzeid, M. P. (2002). Developing literacy concepts in young children: An instructional framework to guide early literacy teaching. *Journal of Early Childhood Teacher Education*, 23, 181-201.
- Rosemary, C. A., & Puroila, A-M., &. (2002). Leadership potential in day care settings: Using dual analytical methods to explore directors' work in Finland and the USA. In V. Nivala & E. Hujala (Eds.), *Leadership in early childhood education: Cross cultural perspectives*. Oulu, Finland: Oulu University.
- Rosemary, C. A., & Roskos, K. A. (2002). Literacy conversations between adults and children at childcare: Descriptive observations and hypotheses. *Journal of Research in Childhood Education*, 16, (2), 212-231.
- Rosemary, C., & Lindemann, L. (1999). America Reads Challenge. In M. Alampi & P. M. Comeau (Eds.), *American Education Annual: Trends and Issues in the Educational Community, Academic Year 1997-1998* (pp. 49-63.). Detroit, MI: Gale Research Publications.
- Rosemary, C. A., Roskos, K., Owendoff, C., & Olson, C. (1998). Surveying leadership in United

States early care and education: A knowledge base and typology of activity. In E. Huyala & A. Puroila (Eds.), *Toward understanding leadership in early childhood context: Cross cultural perspectives* (Universita-tis Ouluensis, E. 35., pp. 185-205). Oulu, Finland: Oulu University.

Invernizzi, M., Rosemary, C. A., Juel, C., & Richards, H. (1997). At-risk readers and community volunteers: A three-year perspective. *Society for the Scientific Study of Reading*, 1 (3), 277-300.

Invernizzi, M., Juel, C., & Rosemary, C. A. (1996/1997). A community volunteer tutorial that works. *The Reading Teacher*, 50 (4), 304-311.

Verstegen, D., & Rosemary, C. (1996). [Book Review, *Amazing grace: The lives of children and the conscience of a Nation*]. *Educational Administration Quarterly*, 32 (4), 595-600.

#### **NATIONAL & INTERNATIONAL RESEARCH CONFERENCE PRESENTATIONS [2006 – 2011]**

- Rosemary, C., Feldman, N., Kieffer, R., & Collins, P. (2010, November). *Theory to practice: Developing literacy coaches' expertise through assisted performance*. Symposium presented at the annual meeting of the Association of Literacy Educators and Researchers, Omaha, Nebraska.
- Rosemary, C. A., with Carr, E., Eileen, Collins, P., Feist-Willis, J., Kinnucan-Welsch, K., Oswald, R., Patberg, J., Roskos, K., Scharer, P., Schatmeyer, K. (2009, February). *Ohio's Literacy Specialist Endorsement Program: Findings from the First Two Years*. Presentation at the 54<sup>th</sup> Annual International Reading Association Convention West. Phoenix, AZ.
- Rosemary, C. A., & Feldman, N. (2009, May). *A Preliminary Investigation of Assisted Performance Approach to Coaching*. Paper presented at the Reading Research Conference, 54th Annual Convention – North Central, International Reading Association, Minneapolis, MN.
- Feldman, N., Saine, P., & Rosemary, C. A. (2008, May). Professional Development in Reading First – Ohio: Higher Education Connections Presentation at the annual conference of the International Reading Association, Atlanta, GA.
- Roskos, K. A., & Rosemary, C. A. (2008, March). Lenses on the design of a supportive learning environment for teacher professional development in science-based reading instruction. In K. Roskos, (Chair), *Literacy coaching: Breaking ground on a promising practice*. Symposium conducted at the annual meeting of the American Educational Research Association, New York: NY.
- Bean, R. Belcastro, B., Hathaway, J., Risko, V., Rosemary, C., & Roskos, K. (2008, March). A review of the research on instructional coaching. In K. Roskos, (Chair), *Literacy coaching: Breaking ground on a promising practice*. Symposium conducted at the annual meeting of the American Educational Research Association, New York: NY.
- Salzman, J., Rosemary, C., Clay, D., Newman, D., & Lenhart, L. (2008, March). Connecting teacher practice to improvement in student reading achievement in Ohio's Reading First Schools. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rosemary, C. A. (2007, May). Defining the literacy coach role through statewide professional development. Presentation at the Pre-convention Institute of the 52nd Annual Convention of the International Reading Association, Toronto, Canada.
- Rosemary, C. A., Roskos, K. A., & Day, E. (2007, April). A situated approach to teacher professional development in reading: What is working? In R. Bean (Chair), *Evaluation studies of job-embedded professional development: Literacy Coaching and its implementation in schools*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Rosemary, C. A., & Roskos, K. A. (2006, December). Increasing teachers' and coaches' knowledge and skills through yearlong professional development in Reading First – Ohio schools. In R. Bean (Chair), *What we know and need to know about literacy coaching: One synthesis, two professional development models, and three perspectives*. Symposium conducted at the 56<sup>th</sup> annual meeting of the National Reading Conference, Los Angeles, CA.
- Bean, R., Roskos, K., Risko, V., Rosemary, C., Belcastro, E., & Hathaway, J. (2006, December). Literacy coaching: A synthesis of the research and literature. In R. Bean (Chair), *What we know and need to know about literacy coaching: One synthesis, two professional development models, and three perspectives*. Symposium conducted at the 56<sup>th</sup> annual meeting of the National Reading Conference, Los Angeles, CA.

- Rosemary, C. A. Kinnucan-Welsch, K. (2006, April). Exploring the pedagogy of professional development through artifacts of teacher learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Salzman, J. A., Newman, D. O., Rosemary, C. A., & Lenhart, L. (2006, April). Impact of Reading First on Student Growth in Reading Grades K-3: Report of the First Two Years of Implementation in Ohio. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosemary, C. A., & Kinnucan-Welsch, K. (2006, January). Charting new territory in professional development through a statewide initiative. Paper presented at the 58<sup>th</sup> annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.

#### **OTHER PROFESSIONAL EXPERIENCE**

- Professional Education Curriculum Developer: John Carroll University – Teacher Leader Endorsement Program; Woodrow Wilson Fellows Program; Literacy Specialist Endorsement Program; Undergraduate and graduate literacy programs; initial licensure early childhood program. Ohio Department of Education - Reading First Ohio Center, Core Curriculum for K -3 Teachers; Literacy Specialist Project, Core Curriculum for Teachers (Preschool, K-3, Adolescent Literacy).
- Reviewer, Investing in Innovation (I3) Fund (Development). Washington, DC: USDOE.
- Chair, Literacy Specialist Endorsement Standards Writing Committee. In collaboration with Office of Professional Development. Center for the Teaching Profession, Ohio Department of Education.
- Convener/Facilitator: High Education Committee on development of position paper: *Educating teachers of literacy for the 21<sup>st</sup> Century: A position paper prepared by the Ohio Higher Education Partnership for High Quality Education in Literacy*. Also participant in syllabi review.
- Expert Panel Reviewer. Ohio Department of Education, Ohio Reading First; review of district applications.
- Author/Reviewer: PreK-K SIRI [State Institutes for Reading Instruction]. Series of professional development modules for preschool teachers, Ohio Department of Education
- Author/Consultant/Reviewer: e-Learning modules developed by *rise Learning Solutions* for statewide professional development initiative.
- Consultant in the design and delivery of 5-course sequence in early literacy. Partnership project between Cuyahoga County Community College and John Carroll University. Sponsored by Ohio Department of Education.
- Reviewer: National Reading Conference proposals.
- Evaluator: Community Volunteer Tutorial, Literacy Cooperative of Cleveland; Early literacy project. Shaker Heights City School District, Shaker Heights, Ohio; Literacy summer intervention program, Cleveland Heights-University Heights, OH; Literacy intervention program, Maple Heights City Schools, Cleveland, OH.
- Member of PBS/TeacherLine Reading Research Advisory Council on course content development of Pre-Kindergarten through 8<sup>th</sup> grade reading/language arts web-based professional development modules.
- Reviewer of Proposed Revisions of National Board for Professional Teaching Standards—Early Adolescence/English Language Arts.
- Reviewer of Draft Standards for Literacy Professionals and Paraprofessionals--Field Edition. International Reading Association, Newark, DE.

#### **GRANTS PROCUREMENT**

- Ohio Department of Education [ODE] \$10,000,000. [Field Faculty Network in Literacy Education. Preparation of P-12 literacy coaches through school-university partnerships. *Competitive*
- USDOE through ODE \$ 8,651,000. [Reading First – Ohio Center, 6-year award w/1-year extension. *Competitive*
- Ohio Department of Education \$1,450,000. [Literacy Specialist Project: Preparation of K-3 literacy coaches through school-university partnerships] *Non-Competitive Grants*