

VITAE
(Abbreviated)
KATHLEEN A. ROSKOS

CURRENT POSITION

Hold Professor rank in Department of Education and Allied Studies, John Carroll University. Teach reading, reading diagnosis, and language arts courses. Conduct research on literacy development in early childhood, teacher cognition and professional education of teachers. Provide consultant services in literacy development, early literacy curriculum, and the teaching of reading and writing. Provided two years of public service as Director of the Ohio Literacy Initiative, K-12 Ohio Department of Education, assisting with policy development, grant writing and grant implementation

HIGHER EDUCATION

<u>Institution</u>	<u>Degree/Date</u>	<u>Area of Specialization</u>
Kent State University	Ph.D., 1987	Major: Literacy Minor: Education Administration
University of Wisconsin-Milwaukee	M.S., 1970	Reading Education
University of Wisconsin-Stevens Point	B.S., 1967	Elementary Education

Dissertation: The nature of literacy behavior in pretend play episodes of four and five year old children. Kent State University, Kent, Ohio, 1987.

PROFESSIONAL EXPERIENCE

2003 – present:	Professor, Department of Education and Allied Studies, John Carroll University
2001- 2003:	Director, Ohio Literacy Initiative K-12, Ohio Department of Education
2000 – 2001:	Professor, Department of Education and Allied Studies, John Carroll University
1992 - 2000:	Chairperson and Professor, Department of Education and Allied Studies
1989 - 1992:	Teacher Education Coordinator & Associate Professor, John Carroll University
1987-1989	Assistant Professor, John Carroll University
1986-1987	Adjunct Instructor, Kent State University
Spring, 1985	Graduate Assistant - Reading/Writing Development Center, Kent State University
1980-1987	Director of Special Services, Conneaut Area City Schools, Conneaut, OH
1973-1987	Director of Adult Basic Education, Ashtabula County, OH
1970-1980	Chapter I Reading Teacher (K-6), Conneaut Area City Schools, Conneaut, OH
1968-1970	Adult Basic Education Instructor, University of Wisconsin - Milwaukee
1967-1968	Grade 7 Reading/English teacher, West Allis Public Schools, West Allis, WI
Summer, 1967	Head Start Teacher (summer), Merrill Public Schools, Merrill, WI

COURSES REGULARLY TAUGHT

Literacy Assessment & Intervention Models
Integrated Language Arts

RECENT SCHOOL-BASED LARGE-SCALE PROJECTS (2009-10)

Striving Reading Comprehensive Literacy (SRCL) state plan (Chair of State Advisory Team) – Ohio Department of Education
The Magic of Play module (Southwest Institute for Families and Children)
Say-Tell-Do-Play Teacher Training Module (Akron Ready Steps/Southwest Institute for Families and Children)
ECRR@ Your Public Library (American Library Association)
Early Reading First program in Lorain, OH; Early Reading First program in Akron, OH

Development of UbD online courses for Akron, OH
Adolescent Online Series (2008-09) (produced by eRead Ohio)
Online Professional Development modules: (i) G is for Grouping; (ii) Helping Adolescent Struggling Readers Rebound;
(iii) Literacy Coaching in Schools (2009) (produced by eRead Ohio)

RESEARCH AND SCHOLARSHIP

PUBLICATIONS

Roskos, K., Christie, J., Widman, S., & Holding, A. (2011). Three decades in: Priming for meta-analysis in play-literacy research. In K. Pahl & J. Rowsell (Eds.), *Early Childhood Literacy* (Vol. 3, pp. 111-114). Sage Publications, London. [special issue]

Roskos, K. & Christie, J. (forthcoming). Four pedagogies and a promise for children's learning. In A. Pinkham, T. Kaefer & S.B. Neuman (Eds.). *Knowledge development in early childhood*. New York: Guilford Press.

Roskos, K. & Burstein, K. (forthcoming). Print to pixel: Foundations of an e-book instructional model in early literacy. In O. Korat & A. Shamir (Eds.). **** New York: Springer.

Van der Kooy-Hofland, V., Bus, A. & Roskos, K. (2011). Effects of a brief but intensive remedial early literacy computer intervention in a sub-sample of at-risk kindergartners with code-related skills delays. *Reading and Writing*. DOI 10.1007/s11145-011-9328-5

Roskos, K & Burstein, K (2011). Assessment of the Design Efficacy of a Preschool Vocabulary Instruction Technique. *Journal of Research in Early Childhood*, 25 (3)

Roskos, K, Burstein, K, You, Byeong-Keun, Brueck, J & O'Brien, C. (2011). A Formative Study of an eBook Instructional Model in Early Literacy. *Creative Education* 2(1), 10-17.

Jarosewich, T., Vargo, L., Salzman, J., Lenhart, L, Krosnick, L., Vance, K., Roskos, K (2010). Say What The Quality of Discussion Board Postings in Online Professional Development. *New Horizons in Education*, <http://www.cpe.ied.edu.hk/newhorizon/>

Roskos, K., Strickland, D., Haase, J & Malik, S. (2009). *First principles for early grades reading programs in developing countries*. International Reading Association, American Institutes of Research, EQUIP1, USAID.

Roskos, K, Christie, J., Widman, S & Holding, A. (2010) Three decades in: Priming for meta analysis in play-literacy research. *Journal of Early Childhood Literacy*, 10(1), 33-54.

Roskos, K, Tabors, P & Lenhart, L (2009). *Oral language and early literacy in preschool*, 2nd Ed. Newark, DE: IRA.

Roskos, K, Brueck, J & Widman, S (2009). Developing Analytic Tools for e-Book Design in Early Literacy Learning. *Journal of Interactive Online Learning*, 8, (3), 2009. Internet Available: <http://www.ncolr.org/jiol>.

Roskos, K & Christie, J (2011). Mind-brain and the play-literacy connection. *Journal of Early Childhood Literacy* 11(1).

Christie, J & Roskos, K (2009). Play's potential in early literacy development. *Encyclopedia on Early Childhood Development*. Published online May 20, 2009.

Risko, V, Vukelich, C & Roskos, K (2009). Detailing Reflection Instruction: The Efficacy of a Guided Instructional Procedure on Prospective Teachers' Pedagogical Reasoning. *Action in Teacher Education*. v31 n2 p47-60.

Roskos, K & Brueck, J (2009). The eBook in an online world. In A Bus & SB Neuman (Eds), *Multimedia and literacy development*. (pp77-88). New York: Taylor & Francis.

Roskos, K (2008). The benefits of going green. In SB Neuman (Ed). *Educating the other America*. (pp333-346) Baltimore, MD: Brookes.

Roskos, K., Ergul, C, Bryan, T., Burstein, K, Christie, J & Han, M (2008). Who's learning what words and how fast? Preschoolers' vocabulary growth in an early literacy program. *Journal of Research in Childhood Education*, 22(3), 275-290.

Roskos, K & Vukelich, C (2008). Quality counts: design and use of an early literacy program review tool. In LJustice & CVukelich (Eds), *Achieving excellence in preschool literacy instruction*. New York: Guilford Publications.

Roskos, K., & Christie, J. (2007). Play and early literacy in these times. In B. Guzzetti (Ed). *Literacy for the new millennium: Early literacy*, (pp. 201-212), Westport CT: Praeger

Christie, J. , & Roskos, K. (2007). Play in an era of early childhood standards. In T. Jambor & J. Van Gills (Eds.), *Several perspectives on children's play: Scientific reflections for practitioners* (pp. 133-145). Antwerp, Belgium: Garant Publishers.

Roskos, K. & Christie, J.F. (2007). *Play and literacy in early childhood: research from multiple perspectives*, 2nd ED. New York: Lawrence Erlbaum and Associates (Taylor Francis Group).

Roskos, K., Jaresowich, T., Lenhart, L. & Collins, L. (2008). Design of Online Teacher Professional Development in a State-Wide Professional Development System. *The Internet and Higher Education*.

- Roskos, K, Brown, R, Krosnick, L., Lenhart, L, Savery, J, & Rosemary, C (2007). Design Dilemmas and Implementation Challenges of Large-Scale Online Professional Development in Effective Reading Instruction. *Journal of Research in Education*. 17, 16-28.
- Neuman, S.B. & Roskos, K. w/ T.Wright & L. Lenhart (2007). *Nurturing knowledge: building a foundation for school success by linking early literacy to math, science, art and social studies*. New York: Scholastic.
- Rosemary, C., Roskos, K. & Landreth, L. (2007). *Designing professional development in literacy: a framework for effective instruction*. New York: The Guilford Press.
- Roskos, K. (2007). Policy shaping early literacy education and practice: potentials for difference and change. In M. Pressley, A. Billman, K. Perry, K. Refitt & J. Reynolds (Eds). *Shaping literacy achievement: research we have, research we need*. New York: Guilford Publications, Inc.
- Roskos, K. & Vukelich., C. (2006). Early literacy policy and pedagogy. In D. Dickinson & S. B. Neuman (Eds.), *Handbook of Early Literacy Research* (pp. 295-310). New York: Guilford Press,
- Christie, J. , & Roskos, K. (2006). Standards, science, and the role of play in early literacy education. In D.Singer, R. Golinkoff, & K. Hirsh-Pasek (Eds.), *Play=Learning*. Oxford, UK: Oxford University Press.
- Risko, V., Roskos, K. & Vukelich, C. (2005). Reflection and the self-analytic turn of mind: Toward more robust instruction in teacher education. In K. Kinnucan-Welsch, S. Israel, C. Block & K. Bauseman (Eds.), *Unlocking the power of metacognition in literacy learning: Theory, assessment, instruction and professional development*. Mahawah, NJ: Lawrence Erlbaum Associates.
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- Roskos, K. (2004). Early literacy assessment: Thoughtful, sensible and good. *The Reading Teacher*, Newark, DE: IRA.
- 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*. Paul H. Brookes Publishing Co.
- Roskos, K., Tabors, P. & Lenhart, L. (2004). *Oral language and early literacy in the preschool years: Talking, reading and writing*. Newark, DE: International Reading Association.
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- Roskos, Kathleen A., James F. Christie, and Donald J. Richgels . "The Essentials of Early Literacy Instruction." *Young Children* March 2003: 52-60. [2]
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- Risko, V., Vukelich, C. & Roskos, K. (2002). Preparing teachers for reflective practice: intentions, contradictions and possibilities. *Language Arts*. V. 80, 134-144.
- Lenhart, L. & Roskos, K. (2003). What Hannah taught Emma and why it matters. In D. Barone & L. Gambrell (Eds.), *Children Learning to Read*. New York: Guilford Press.
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- Roskos, K. & Christie, J. (2002). Under the lens: the play-literacy relationship in theory and practice. In S. Reifel (Ed.), *Early Education and Care and Reconceptualizing Play*, V. 11, 319-335.
- Roskos, K. & Christie, J. (2002). "Knowing in the doing": Observing literacy learning in play. *Young Children*, 57(2), 46-89
- Roskos, K., Vukelich, C. & Risko, V. (2001). Preparing the reflective teacher of reading: A critical review of the professional education research. *Journal of Early Literacy Research*, 33 (4), 595-636.
- Roskos, K. & Boehlen, S. (2001). Enhancing teachers' awareness of their instructional talk in the teaching of reading. *Action in Teacher Education*, 22(4), 59-74.
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- Roskos, K. & Christie, J. (2000). *Play and literacy in early childhood: Research from multiple perspectives*. New York: Lawrence Erlbaum & Associates.
- Roskos, K. (2000). Through the bioecological lens: In K. Roskos & J. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives*.
- Risko, V., Roskos, K. & Vukelich, C. (1999). Making connections: Preservice teachers' reflection processes and strategies. In T. Shanahan & F. Rodriguez-Brown (Eds.), *48th National Reading Conference Yearbook*, 48.
- Roskos, K., Boehlen, S., & Walker, B.J. (2000). Learning the art of instructional conversation: The influence of self-assessment on teachers' instructional discourse in a reading clinic. *Elementary School Journal*, 100 (3).
- Roskos, K. (1999). Play as story. In O. Nelson & W. Linek (Eds.), *Practical applications of language experience: Looking back, looking forward*. Allyn & Bacon.
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- Roskos, K. & Vukelich, C. (1998). How do practicing teachers grow and learn as professionals? In S. Neuman & K. Roskos (Eds.), *Children achieving: best practices in early literacy*. Newark, DE: International Reading Association.
- Neuman, S. & Roskos, K. (Eds.) (1998). *Children achieving: best practices in early literacy*. Newark, DE: International Reading Association.
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- Roskos, K. & Neuman, S. (1995). Two beginning kindergarten teachers' planning for integrated literacy instruction. *Elementary School Journal*, 96, 2,
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- Roskos, K. & Walker, B. (1994). Learning to teach problem readers: Instructional influences on preservice teachers' practical knowledge. *Journal of Teacher Education*, 45, 4, 279-288.
- Walker, B. & Roskos, K. (1994). Preservice teachers' epistemology of diagnostic reading instruction: Observations of shifts during coursework experiences. *College Reading Association Yearbook*, East Texas University.
- Roskos, K. (1994). Review of Language and literacy in early childhood education. *Journal of Reading Behavior*, 26, 2, 341-344.

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- Roskos, K. & Neuman, S. (1994). Effects of play environment design changes on young children's literacy behaviors. In D. Lancy (Ed.), *The nature and design of literacy environments for young children*. Westport, CT: Praeger Publishers.
- Roskos, K. (1994). About play, literacy and growing up. In T. Rasinski (Ed.), *Parents, teachers, and literacy: Helping children learn to read and write* (pp. 9-24). Portsmouth, NH: Heinemann Educational Books.
- Roskos, K. & Neuman, S. (1994). Of scribbles, schemas and storybooks: Using literacy albums to document young children's literacy growth. *Young Children*, 49 (2), 78-85.
- Roskos, K. & Walker, B. (1994). *Interactive activities for students of reading diagnosis*. Columbus, OH: Merrill Publishing Co
- Roskos, K. & Neuman, S. (1993). A typology of children's literacy activity in play. *Journal of Play Theory and Research* 1 (1), 17-25.
- Roskos, K. & Neuman, S. (1993). Enhancing Head Start parents' conceptions of literacy development and their confidence as literacy teachers: A study of parental involvement. *Early Child Development and Care*, 89, 57-73.
- Neuman, S. & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks, *American Educational Research Journal*, 30, 1, 95-122.
- Roskos, K. & Neuman, S. (1993). Descriptive observations of adults facilitation of literacy in young children's play. *Early Childhood Education Quarterly*, 8 (1), 77-88.
- Roskos, K. & Walker, B. (1993). Preservice teachers' epistemology in the teaching of problem readers. In D. Leu & C. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 325-334). Chicago, Ill: National Reading Conference.
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- Roskos, K. & Vukelich, C. (1991). Promoting literacy in play. *Day Care and Early Education*, Fall.
- Roskos, K. (1991). An inventory of literacy behaviors in the pretend play episodes of eight preschoolers. *Reading Research and Instruction*, 30, 3, 39-52.
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- Roskos, K. (1991). *A naturalistic study of the ecological differences between whole language and traditional individualized literacy instruction in ABE settings*. (Report #V191A-80022). Washington, D.C.: Office of Vocational & Adult Education, DOE.
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- Neuman, S. & Roskos, K. (1990). Play, print and purpose: Enriching play environments for literacy development. *The Reading Teacher*, 44, 3, 214-221.
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- Neuman, S. & Roskos, K. (1989). Preschoolers' conceptions of literacy as reflected in their spontaneous play. In S. McCormick & J. Zutell (Eds.). *Cognitive and social perspectives for literacy research and instruction*. Thirty eighth Yearbook of the National Reading Conference. Chicago, IL: NRC.
- Roskos, K. (1988). Designing and using play centers that promote literacy. *Day Care and Early Education*, 15, 4, 26-27.
- Roskos, K. (1988). Using play stories as early literacy experiences. *Journal of Language Experience*, 9, 1, 8-11.
- Roskos, K. (1988). Literacy at work in play. *The Reading Teacher*, 41, 6, 562-567.
- Roskos, K. & Conway, C. (1988). Taking cue: Developing language habits for language learning. *HEARSAY*, Fall, 4-7.
- Roskos, K. & Gale, C. (1987). The reading license. *Ohio Reading Teacher*, Summer, 22-23.
- Roskos, K. (1986). *Bridges & Links: A model for preschool in public school*. Columbus, OH: Department of Education.

Roskos, K. (1984). A commentary on some risky business. *Journal of Language Experience*, 6, 2, 39-42.

CONFERENCE PAPERS (2008-2011)

- *A Design Study of an eBook Instructional Model in Early Literacy: Findings on Functionality and Usability in the Preschool Classroom*. Society for the Scientific Study of Reading (SSSR), St Pete, FLA
- *The eBook Goes to School: A 21st Century Curricular Tool for Word Learning*. International Reading Association (IRA), Orlando. FLA
- *Ebooks as Instructional Tools in Preschools: Promises & Pitfalls* American Education Research Association (AERA), New Orleans, LA
- *Revisions to the KRA-L Ohio Business Roundtable*, Columbus, OH
- *Toward an eBook Pedagogy in Preschool*. Israel Science Foundation/Bar Ilan University, Tel Aviv, Israel
- *Progress Monitoring in Akron Ready Steps: A Work in Progress*. (CRTIEC), Kansas City. MO
- *BestChoice: A Product Review Tool for Early Literacy Instructional Materials and Programs*. Center for Response to Intervention in Early Childhood (CRTIEC). Kansas City, MO
- *Toward an eBook Pedagogy: A Design Study of the eBook Read Aloud in Preschool Settings*. Society for Scientific Studies of Reading. Berlin, Germany
- *Play and Literacy: Transforming Research to Practice for the 21st Century*. International Council on Children's Play. Lisbon, Portugal
- *Vocabulary Instruction for Narrative & Informational Texts*. International Reading Association, Chicago, IL
- *RTI in Preschool: Focus on Vocabulary Instruction*. USDE Reading Institute, Cincinnati, OH
- *Early Evidence of Coaching Influences on Preschool Teachers' Early Literacy Practices* (IRA)
- *Developing Analytic Tools for eBook Design in Early Literacy Learning* (AERA)
- *Attempting to Level the Playing Field A Vocabulary Intervention for Preschoolers At Risk* (AERA)
- *Building Vocabulary: The Effects of a Tier2 Intervention on Preschoolers' Vocabulary Development*. National Reading Conference
- *Environment Design Knowledge for Teachers of Young Children* Pathways to Literacy Conference. University of Michigan, Ann Arbor, MI
- *eBooks as Learning Objects in an Online World*. KNAW Colloquium: How Media Can Contribute to Literacy. Amsterdam, The Netherlands
- *Close Up on Pedagogy in oTPD: A Descriptive Analysis of Two eLearning Modules*. American Educational Research Association Annual Conference
- *Alignment in Early Childhood Professional Education in Early Literacy*. American Educational Research Association Annual Conference
- *Learning Words at Preschool: Does the Early Literacy Curriculum Help?* American Educational Research Association Annual Conference

RECENT GRANTS Awarded (2002-2011)

- Principal Author of Ohio's *Reading First* Plan (\$176 ml over 6 years)
- Principal Designer of the *Field Faculty Consortium* which provides P-12 professional development in reading instruction to Ohio educators
- Prepared major RFPs for literacy education in the '04-'05 biennium budget for the state of Ohio, totalling an estimated 40 ml dollars (including the State Institutes for Reading Improvement) (e.g., Field Faculty Consortium; Community Reading Clinics; Standards-Based Literacy Education, etc.)
- Prepared Writer's Workshop Series (March, 2003) for *Reading First* Grant Program
- Coordinated the *Reading First* competitive grant process for the state in Spring, 2003, which resulted in 12 urban, small city and rural school district awardees
- Prepared RFP for External Evaluation of *Reading First*.
- Prepared RFP for Early Reading First on behalf of a 5-agency partnership (est \$4 ml).
- Prepared RFP for Early Reading First on behalf of Lorain Public Schools (est. 3 ml)
- Prepared RFP for online learning professional development for higher ed faculty (est. \$10000).
- Lorain Centers for Early Literacy Excellence [Early Reading First] – Funded \$3.2 ml.
- Literacy Educator Training [co-author] – Funded \$4 ml
- Prepared RFP for Early Reading First grant for University of Akron-Summit County HS partnership

REVIEWER

Reading Research Quarterly
Journal of Educational Psychology
Journal of Early Childhood Literacy
Early Childhood Research Quarterly
Journal of Early Childhood Research

OTHER [Most Recent]

2000 Served as vocabulary expert in TeachScape on-line professional development series for PreK teachers as part of the CIRCLE training through the US Head Start Bureau
2001 President-elect of LDYC of IRA
2002 Content analysis of language, early literacy and mathematics pre-k standards of 35 states
2003 President, LDYC of IRA
2004 Committee member on revision of IRA Standards for Reading Professionals – 2010
Consultant on the International Reading Association Early Grades Reading Project
2009 Member of National Review Panel for Ohio Standards Revision [Language Arts]
2010 Chair of the State Advisory Board for Striving Readers Comprehensive Literacy State Plan
2010 Committee on Extended Kindergarten Assessment in Ohio
2011 IRA Professional Standards and Ethics Committee
2011 Section Co-Editor of New Teacher Series of *The Reading Teacher*