

**Kathleen Roskos, Ph.D.**

Professor of Education  
Undergraduate and Graduate Faculty  
Appointed 1987

Credentials

<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

RECENT PROFESSIONAL EXPERIENCE

2003-Present Professor of Education, John Carroll University  
2001-2003 Director, Ohio Literacy Initiative, 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

Faculty and Administrative Load

Fall, 2003  
ED255-1 Literacy Across the Curriculum  
ED571-1 Integrated Language Arts

Professional and Academic Association Memberships

American Educational Research Association  
International Reading Association  
National Reading Conference

Publications

Risko, Victoria, **Kathleen Roskos**, and Carol Vukelich. "Prospective Teachers' Reflection: Strategies, Qualities, and Perceptions In Learning To Teach Reading." *Reading Research and Instruction* 41.2 (2002): 149-72. [2]

**Roskos, Kathleen.** “Literacy in Play.” *Literacy in America: An Encyclopedia of History, Theory, and Practice*. Ed. Barbara J. Guzzetti. Santa Barbara, CA: ABC-CLIO, 2003. 318-23. [2]

**Roskos, Kathleen A.,** James F. Christie, and Donald J. Richgels. “The Essentials of Early Literacy Instruction.” *Young Children* March 2003: 52-60. [2]

Christie, J., **Roskos, K.,** Vukelich, C., & Han, M. (2003). The effects of a well-designed literacy program on young children's language and literacy development. In Head Start Bureau (Ed.), *The first eight years – Pathways to the future: Implications for research, policy, and practice* (pp. 447-448). New York: Mailman School of Public Health, Columbia University.

Risko, V., Vukelich, C. & **Roskos, K.** (2002). Preparing teachers for reflective practice: intentions, contradictions and possibilities. *Language Arts*. V. 80, 134-144.

Presentations

Organization	Name of Paper	Location	Date
National Association for the Education of Young Children	<i>Vocabulary &amp; Early Reading</i>	New York	November, 2002
National Reading Conference	<i>Finding the Practical in Good Theory: Instructional Implications of Reflection Research</i>	Orlando, FLA	December, 2002
American Educational Research Association	<i>Reflection Instruction for Prospective Teachers: Where Theory and Research Lead Us</i>	Chicago, ILL	April, 2003
International Reading Association	<i>Optimizing Literacy Learning Environments in Classrooms: A Bio-Ecological Point of View</i>	Orlando, FLA	May, 2003
Center for Improvement of Early Reading Achievement	<i>Knowledge Supply and Demand For Professional Development In Effective Reading Instruction – The Ohio Strategy</i>	University of Michigan, Ann Arbor	July, 2003

Research

- *State of the State Prekindergarten Standards.* (near completion)
- *Young Children Learning New Words.* (in progress)
- *An Analysis of Qualitative Studies of Reflection in Pre-Service Education from 1985 to the Present.* (in progress)
- *An Instructional Approach for Improving Pre-Service Teachers’ Reflective Abilities.* (just beginning)
- *A PreK Early Reading Curriculum Evaluation Tool.* (just beginning)

