

Brief Curriculum Vitae, August 2015

DR. VICTORIA J. RISKO

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Professor Emerita, Language and Literacy and Culture Program Area, Department of Teaching and Learning, Peabody College of Vanderbilt University.

Areas of specialization: Literacy instruction, literacy difficulties, text comprehension, multimedia case methodology, professional development, and teacher education.

EDUCATION

Post Doctoral Studies, Maria Grey College, University of London
(Focus on literacy development in urban, open classrooms.)
Ed.D. West Virginia University
Majors: Reading, Learning Disabilities
Minor: Psychology
E.P.D.A. Learning Disabilities Institute, West Virginia University
Fellow
M.S. West Virginia University
Major: Reading
B.S. University of Pittsburgh
Majors: English and Elementary Education

HONORS

Distinguished Professor Award, Tennessee Reading Association, December 2013.
Elected member of *Reading Hall of Fame*, May 2011.
Elected President of *International Reading Association*, May 2011-2012, Officer (2009-2013).
Literary Award for Leadership, Global Outreach, and Research, Leader Organization, *International Reading Association*, May 2012.
Laureate Award, presented to Marino Alvarez and Victoria J. Risko (co-recipients), College Reading Association, November 2008
Elected Member of *Board of Directors, International Reading Association*, 2002-2005.
A. B. Herr Award for Distinguished Contributions to Reading, *Association of Literacy Educators and Researchers* (formerly *College Reading Association*), November 2002.
Distinguished Service and Leadership Award, *Association of Literacy Educators and Researchers* (formerly *College Reading Association*), November 1995.
Distinguished Research in Teacher Education Award, presented at annual Association of Teacher Educators Conference. (February 1992.) Orlando, FL. For paper: Risko, V. J.

- Creating video based problem-solving environments to enhance preservice teachers' critical analysis of classroom situations. Regional Award in the Johns Hopkins National Search for Computing Applications to Assist Persons with Disabilities* (December 1991). For: Hasselbring, T., Goin, L., Kinzer, C., & Risko, V. *Peabody Multimedia Adult Literacy Program.*
- Fifth place in National Award Competition of the Johns Hopkins University National Search for Programs with Application of Computer Technology* (February 1992). For: Hasselbring, T., Goin, L., Risko, V.J., & Kinzer, C. *Peabody Multimedia Adult Literacy Program.*
- Outstanding Leadership and Service Award, American Reading Forum, December 8, 1989.*
- Chancellor's Award for Excellence in Teaching, State University of New York, April 1975. Nominated by the students, faculty, and president of the State University of New York, Fredonia. Award presented by the New York State Chancellor and Board of Regents.*

Publications

Recent Selected Monographs and Chapters

- Jiménez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, K. & Gonzales, M. (in press). *Creating Responsive Teachers of Students Learning English*. In Horowitz, R., & Samuels, J. (Eds.). *The Achievement Gap in Reading: Complex Causes, Persistent Issues, Possible Solutions*. New York: Routledge/Taylor & Francis.
- Risko, V. J., & Walker-Dalhouse, D. (2015). *Best practices to change the trajectory of struggling readers*. In L. Gambrell & L. Morrow (Eds.). *Best Practices in Literacy Instruction, Fifth Edition (107-126)*. New York, NY: Guildford Press.
- Hathaway, J. I., & Risko, V. J. (2013). *On becoming teachers: Knowing and believing*. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning, and culture (pp. 427-439)*. West Sussex, England: Wiley-Blackwell.
- Risko, V. J., & Walker-Dalhouse, D. (2012). *Be that Teacher! Breaking the cycle for struggling readers*. Teachers College Press.
- Alvarez, M. C., & Risko, V. J. (2008). *Motivation and study skills*. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of College Reading and Study Strategy Research (pp. 199-219)*. Mahwah, NJ: Erlbaum.
- Alvarez, M. C., & Risko, V. J. (2008). *Promoting Self-Knowledge: Adolescents Engaged in Educating*. In J. Flood, D. Lapp, & S.B. Brice Heath (Eds.). *Handbook of Research in Teaching Literacy through the Visual and Communicative Arts (pp. 471-481)*. Mahwah, NJ: Erlbaum.
- Bass, J.A., Dasinger, S., Elish-Piper, L., Matthews, R., & Risko, V. J. (2008). *A Declaration of Readers' Rights: Reclaiming our commitment to students*. AllynBacon/Pearson. [authors listed in alphabetical order]
- 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.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development (pp. 313-335)*. Mahwah, NJ: Erlbaum.

- Risko, V. J. (2005). Overrepresentation of culturally and linguistically diverse students in special education: A loss of equity, excellence, and expectations. In J. Flood & P. Anders (Eds.) *Literacy development of students in urban schools: Research and policy* (pp. 345-359). Newark, DE: International Reading Association.
- Cognition and Technology Group at Vanderbilt (with Risko), 2003. Connecting learning theory and instructional practice: Leveraging some powerful affordances of technology. In H. F. O'Neil, Jr. & R. S. Perez (Eds.). *Technology applications in education* (pp. 173-209). Mahwah, NJ: Erlbaum.
- Risko, V. J., & Bromley, K. (Editors) (2001). *Collaboration for diverse learners: Viewpoints and practices*. Newark, DE: International Reading Association.
- Risko, V. J., & Bromley, K. (2001). New visions of collaboration. In V. J. Risko and K. Bromley (Eds.), *Collaboration for diverse learners: Viewpoints and practices* (pp. 1-19). Newark, DE: International Reading Association.
- Bromley, K., & Risko, V. J. (2001). Collaboration for diverse learners: Reflections and recommendations. In V. J. Risko and K. Bromley (Eds.), *Collaboration for diverse learners: Viewpoints and practices* (pp. 393-407). Newark, DE: International Reading Association.
- Risko, V. J. (2000). Preparing teachers to teach with understanding. In A. P. Watts & P. B. Mosenthal (Eds.). *Reconceptualizing literacy in the Media Age* (pp. 91-104). Series: Advances in reading and language research, Volume 7. JAI press.
- literacy development. *The Reading Teacher*, 62(1), 84-86. [Co-Editors of Reading Research into the Classroom.]

Recent Peer-Reviewed Research and Professional Publications

- Jimenez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, K., & Gonzales, M. (2015). Supporting teachers of English Language Learners by leveraging students' linguistic strengths. *The Reading Teacher*, 68 (6), 406-412.
- Jimenez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, K., & Gonzales, M. (2015). Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language. *Research in the Teaching of English*, 49 (3), 248-271. Received the Alan Alan C. Purves Award (one paper chosen annually that is likely to have the greatest impact on educational practice, NCTE November 2015).
- Elish-Piper, L., Matthews, M. W., & Risko, V. J. (2013). Invisibility: An unintended consequence of standards, tests, and mandates. *Journal of Language and Literacy Education*, 9(2), 4-23. <http://jolle.coe.uga.edu/>
- Wold, L., Young, J., & Risko, V. J. (2011). Qualities of influential literacy teacher educators. *Reading Research and Instruction*, 50, 150-172.
- Risko, V. & Walker-Dalhouse, D. & Arragones, A. (2011). The promise of an alternate perspective: Viewing struggling readers through a socio-cultural research lens. *Association of Literacy Educators and Researchers Yearbook*, 33, 187-203.
- Risko, V. J. (2009). Reading teacher education: Building an evidence base. *Journal of Reading Education*, 35(1), 5-11.
- Alvarez, M. C., & Risko, V. J., (2010). What comes before matters in the end: Directions for reading comprehension instruction. In S. Szabo, T. Morrison, L. Martin, & M. Boggs (Eds.), & L. Raine (Guest ed.), *Building literacy*

- communities: Association of literacy educators and researchers yearbook Association of Literacy Educators and Researchers Yearbook, 32, 32-45.*
- Alvarez, M. C., Armstrong, S. L., Elish-Piper, L., Matthews, M. W., & Risko, V. J. (2009). Deconstructing the construct of struggling reader: Standing still or transforming expectations and instruction? *American Reading Forum Annual Yearbook* [Online], Vol. 29.
- Risko, V. J., Vukelich, C., & Roskos, K. (2009). Detailing reflection instruction: The efficacy of a guided instructional procedure on prospective teachers' pedagogical reasoning. *Action on Teacher Education Research, 31(2)*, 47-60.
- Iddings, A. C. D., Risko, V. J., & Rampulla, M. P., (2009). When you don't speak their language: Guiding English Language Learners through conversations about text. *The Reading Teacher, 63(1)*, 52-61.
- Risko, V.J., Roller, C., Cummins, C., Bean, R., Block, C. C., Anders, P., & Flood, J. (2008). A critical analysis of the research on reading teacher education. *Reading Research Quarterly, 43 (3)*, 252-288.
- Funded Research**
- Risko, V. (2005-2009). Literacy researcher consultant on funded project *Using Baby Books to Promote Maternal and Child Health*, NICHD. Len Bickman is Principal Investigator with Stephanie Reich of proposal that was funded, \$1,600,000.
- Artiles, A., Arzubiaga, A., Bloome, D., & Risko, V. (2002-2005). *Boundaries to Bridges: Comparative research on learning in schools, families, and teacher Education*. Learning Sciences Institute of Vanderbilt University, \$50,000.
- Sharp, D., & Risko, V. J., (January – September, 2003). *Investigation of the use of hand-held technology support system for the assessment and monitoring of literacy learning*. Co-investigators on the Information Infrastructure Project, Network on Teaching and Learning, John D. and Catherine T. MacArthur Foundation. (John Bransford, Principal Investigator).
- Barron, L., Risko, V., & Palmeri, A. (2000-2003). *Project to develop interdisciplinary multimedia case for prospective teachers* funded by Catalyst Grant (Bransford and Pellegrino, Co-PI's), U.S. Department of Education. Also, consortium members with other national colleges of teacher education.
- Hasselbring, T., Barron, L., Collins, A., & Risko, A. (1997-99) *Use of technology in standards based teacher education*. Co-PI of one of three projects awarded to Peabody, The National Partnership for Excellence and Accountability in Teaching (NPEAT). Funded by OERI.
- Risko, V. J., & Kinzer, C. K. (1994-1997). *Improving undergraduate teacher education through dissemination of videodisc-based cases procedures and influencing the teaching of future college professionals*. Co-PI. Fund for Improvement of Postsecondary Education, \$210,000 for two years.
- Risko, V.J., & Kinzer, C.K. (1991-1994). *Improving undergraduate teacher education with technology and case-based instruction*. Fund for Improvement of Postsecondary Education, \$97,115 awarded for first year, \$109,538 awarded for second year, \$102,333 awarded for third year.
- Sharp, D., Bransford, J., Goldman, S., & Vye, N. (1990-1995). *Young children's literacy*

Project, funded by two sources: National Institute of Child Health and Development and Department of Education's Office of Special Education. Risko served as a literacy consultant for this multi-year project.