



International Reading Association

A membership organization of literacy professionals

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Victoria J. Risko

Victoria J. Risko, professor of language, literacy, and culture at Peabody College of Education of Vanderbilt University, was elected as an officer of International Reading Association in 2009 and will become president in 2011. Risko was a member of IRA's Board of Directors from 2002–2005, and has served on several IRA committees and commissions. Most recently, she was chair of the Publications Committee and the IRA Teacher Education Task Force, and was cochair of the Reading Disabilities Special Interest Group. She is currently coeditor of the Research to Classroom column of *The Reading Teacher*.

Risko, a former classroom teacher and reading specialist, received her B.S. in English and Elementary Education from the University of Pittsburgh, and her M.A. and Ed.D. in Reading Education and Learning Disabilities from West Virginia University. Risko was formerly president of the College Reading Association and The International Book Bank. She is a coeditor of the *National Reading Conference Yearbook* (2007–2010).



She is author/coauthor of papers published in *Reading Research Quarterly*, *The Reading Teacher*, *Language Arts*, and *Journal of Literacy Research* among other journals, and research handbooks. She is coauthor of *Declaration of Readers' Rights* (2007), coeditor of *Collaboration for Diverse Learners* (2001), and a section coeditor of *Handbook of Reading Disabilities Research* (Allington & McGill-Franzen, in press). Currently her research focuses on teacher preparation, literacy coaching, students experiencing reading difficulties, and reading comprehension. She received a Chancellor's Outstanding Teaching Award from the State University of New York and a Distinguished Research Award from the Association of Teacher Educators.

Statement of Philosophy

Teachers are the heart of IRA and are central to its mission. I am committed to advancing IRA's advocacy for teachers and students worldwide by:

- Broadening visions of professional development, fostering collaborative efforts addressing teachers' concerns and inviting shared problem solving among teachers, reading specialists/coaches, and administrators;
- (2) Enabling teachers to implement high quality and differentiated instruction that *they* develop for building students' academic knowledge *and* connections to life;
- (3) Creating rich demonstrations of responsive literacy instruction that provides access to multiple and digital literacies, respects teachers' decision making, and treats students' capabilities, out-of-school interests, and cultural and linguistic differences as meaningful resources for literacy learning.

We can achieve these goals by drawing on diverse research perspectives and learning from each other across our international community.

Presentation Topics

Reading Comprehension Instruction
Vocabulary Instruction
Addressing Reading Difficulties
Preparing Teachers for Reading Instruction

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