

International Reading Association International Literacy Day, September 8, 2011

Victoria J. Risko

International Reading Association

Victoria Risko is professor of education emerita, at Peabody College of Education of Vanderbilt University. She focuses on language, literacy, and culture. Dr Risko was elected as an officer of International Reading Association in 2009 and became president in 2011. Dr. Risko is coeditor of the Research to Classroom column of *The Reading Teacher*. She is 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 many papers and research handbooks, including section coeditor of *Handbook of Reading Disabilities Research* (Allington & McGill-Franzen). 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. Believing that teachers are the heart of IRA and are central to its mission, Dr. Risko is 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; enabling teachers to implement high quality and differentiated instruction that they develop for building students' academic knowledge and connections to life; and 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.

Richard S. Carson

Rotary International

Mr. Carson's career has included long term and ongoing involvement in Rotary, local civic affairs, and successful high technology business areas. As part of Rotary, he is the Past District Governor of District 7620 which includes central Maryland and Washington D.C. He is Rotary International's Representative to the Organization of American States and is assigned other duties as required by Rotary International. He has collaborated with the International Reading Association on a variety of joint matters.

In the local civic affairs area, Mr. Carson was Chair of the Montgomery County (Maryland) Health Commission for six years, is a trustee on the Washington Suburban Sanitary Commission (WSSC) pension plan, and has served on various civic boards. He has successfully started and runs two high tech businesses. One business which is now ten years old, manufactures and sells internet security products worldwide. The second business, which is 30 years old, does high level work for the government in the areas of computer security, enterprise-wide performance metrics, and computer strategic planning. He is on the industry advisory council to the Cornell school of electrical and computer engineering. Mr. Carson has been married for 43 years and has a Bachelor of Electrical Engineering Degree from Cornell University.

Peggy McCardle

NIH National Institute of Child Health and Human Development

Peggy McCardle, Ph.D., M.P.H., is the chief of Child Development & Behavior Branch and directs the Language, Bilingualism, and Biliteracy Program. Dr. McCardle holds a bachelor's degree in French, a Ph.D. in linguistics, and a master's degree in public health. She has been a classroom teacher and a speech-language pathologist and has held university faculty positions at South Carolina State College, the University of Mississippi, the University of Maryland, and the Uniformed Services University of the Health Sciences; she also held hospital-based clinical positions at Womack Army Community Hospital, Fort Bragg, North Carolina, and at Walter Reed Army Medical Center, Washington, D.C. Her publications address various aspects of public health and developmental psycholinguistics (e.g., language development, bilingualism, and reading).

She was the NICHD liaison to the National Reading Panel, has led or served on various interagency working groups, and serves on various advisory boards and councils. She co-edited *The Voice of Evidence in Reading Research* (2004, Brookes Publishing), which presents information about reading research and its findings for educators, administrators, and others concerned with getting research results into the classroom; *Childhood Bilingualism* (2006, Multilingual Matters), which addresses research issues in the development of bilingual language abilities; *Infant Pathways to Language* (2008, Taylor-Francis), which addresses issues and needed research in early language development; and *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice* (2009, Taylor and Francis); as well as various thematic journal issues on these and related topics.

Karen Douglas

USED Institute of Education Sciences

Dr. Karen Douglas is a Research Scientist at the National Center for Education Research at the Institute of Education Sciences. She serves as the Program Officer for the Reading for Understanding Research Initiative as well as the English Learner topic at NCER. Dr. Douglas received her PhD from the Department of Measurement, Statistics, and Evaluation at the University of Maryland.

Prior to joining NCER, she was the Associate Director of Research for the International Reading Association. She has also worked as a Research Associate at the GED Testing Service and as Associate Director of Learning Outcomes at Howard Community College. In addition to reading, her research interests include methodologies to study classrooms, assessment design, and increasing equity in education for all students.

Matt Tosiello

Arlington Public Schools

Matthew Tosiello is an ESOL specialist and upper elementary teacher at Randolph Elementary School in Arlington, Virginia. Now beginning his fifth year of teaching, he was recently named as the Arlington Public Schools 2011 Teacher of the Year. The son of two educators, Mr. Tosiello will also serve as Arlington's nominee for the 2011 Virginia Teacher of the Year, and is one of 21 metropolitan D.C. area teachers honored by The Washington Post as part of the

annual Agnes Meyer Outstanding Teacher Awards sponsored by The Post Company's Educational Foundation.

Mr. Tosiello received Bachelor of Science degrees in Linguistics and Japanese in 1998 from Georgetown University. After working in marketing and public relations for several major companies, he decided to change careers. In 2008, he received a Master of Secondary Education with a concentration in English as a Second Language (ESL) from The George Washington University School of Education and Human Development, where he recently gave the Keynote Address for the 2011 Commencement Exercises. Mr. Tosiello speaks four languages including English, Spanish, French and Japanese and will begin studying Chinese this fall.

Carole Lockwood

Arlington Public Schools

Carole Lockwood is a reading specialist and the lead language arts teacher at Randolph Elementary School in Arlington, Virginia where she has taught for the past ten years. In this position she has overseen the literacy program for the school, trained teachers in literacy testing, coordinated literacy testing, led quarterly pacing meetings, facilitated summer planning, served on the School Improvement Team and Curriculum and Assessment Committee, and worked with volunteers.

She teaches language arts in classrooms. Ms. Lockwood received her Bachelor of Arts degree in Spanish from Indiana University and her Master's of Education in Reading Education from the University of Maryland. She also attended the University of Mexico in Mexico City for one semester.

Lisa Dieker

University of Central Florida

Dr. Lisa Dieker is a Professor and Lockheed Martin Eminent Scholar at the University of Central Florida. She coordinates the doctoral program in special education and is Director of the Lockheed Martin Mathematics and Science Academy. She received her undergraduate and master's degree from Eastern Illinois University and her Ph.D. from the University of Illinois. Her primary area of research focuses on collaboration between general and special education at the secondary level with a specific interest in the unique opportunities that exist in urban schools.

She also has a passion for how technology and specifically virtual classrooms can be used to impact teacher preparation. She currently serves on numerous editorial review boards and is the Associate Editor for *Teaching Exceptional Children* and past co-editor of the *Journal of International Special Needs Education*. She has been awarded the Council for Exceptional Children: Children Advocacy Network Advocate of the Year Award, the UCF Graduate Student Mentor of the Year Award and Eastern Illinois University Outstanding Alumni of the Year Award.

Jackie Rodriguez

University of Central Florida

Jacqueline Rodriguez is a Doctoral Candidate in Exceptional Education at the University of Central Florida. She is also the Program Director for the TeachLivE™ Virtual Classroom developed at UCF. Prior to pursuing her PhD, Jacqueline was a special education teacher in the District of Columbia Public Schools and KIPP DC Academy. Jacqueline's research interests include using technology in teacher preparation and increasing the representation of diverse students with special needs in STEM degree programs and STEM careers. She is also keenly interested in global inclusive education practices.

Richard Long

International Reading Association

Richard Long is the Director of Government Relations for the International Reading Association. He served on the staff of Congressman James W. Symington and coordinated Multidisciplinary Interventions at the George Washington University Reading Center. In 1985 he completed his doctoral work at the George Washington University focusing on counseling, reading, and public policy. He has held consultancies with USA TODAY, the World Health Organization, and several U.S. government agencies and education groups.

He was president of the U.S. Coalition for Education for All. He lives in Arlington, Virginia with his wife and they have two adult children, one a newly minted Second Lieutenant in the U.S. Air Force, and the second a junior at The College of William and Mary.