

VITA

Kathleen A. Broikou
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Webster, New York 14580
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EDUCATION:

- Ph.D., Reading, STATE UNIVERSITY OF NEW YORK AT ALBANY,
May 1992.
Dissertation – Understanding Primary Grade Classroom Teachers' Special
Education Referral Practices
- M.S., Reading, STATE UNIVERSITY OF NEW YORK AT ALBANY,
May 1986.
- B.S., Psychology, and Elementary and Special Education, NAZARETH
COLLEGE OF ROCHESTER, May 1979.

PROFESSIONAL CERTIFICATION:

Permanent New York State Teacher Certification:
READING and SPECIAL EDUCATION (K-12); ELEMENTARY
EDUCATION (N-6).

PROFESSIONAL WORK EXPERIENCE:

2004-Present

ASSOCIATE PROFESSOR AND DIRECTOR, ST. JOHN FISHER
COLLEGE

Responsible for general supervision of the Literacy Department in the
School of Education and carrying out the policies such as correspondences
and records, schedule of classes, assignment of faculty to classes.
Preparation of budget and supervision and evaluation of personnel.

2002-2004

ASSOCIATE PROFESSOR AND CHAIR, ST. JOHN FISHER
COLLEGE

Responsible for general supervision of the Department of Education and
carrying out the policies such as correspondences and records, schedule of
classes, assignment of faculty to classes. Preparation of budget and
supervision and evaluation of personnel.

2001-2002

ASSOCIATE PROFESSOR, ST. JOHN FISHER COLLEGE

Teach undergraduate and graduate courses in literacy education. Supervision of practicum students and student teachers, and instructor of capstone courses in literacy, childhood and special education. Advisor of undergraduate and graduate students. Plan and facilitate NCATE-related activities.

1997-2000

ASSOCIATE DEAN OF THE COLLEGE AND DIRECTOR OF GRADUATE STUDIES, INTERNATIONAL EDUCATION AND SUMMER SESSIONS, STATE UNIVERSITY COLLEGE OF NEW YORK AT GENESEO

Administrative responsibility for overseeing graduate affairs, including student records, graduation policies, advisement, graduate registration and graduate publications. Director of overseas programs, including new program development, and advisor of students who study abroad. Coordinator of summer session and intersession programs.

1995-1997

ASSOCIATE DEAN OF THE COLLEGE, STATE UNIVERSITY COLLEGE OF NEW YORK AT GENESEO

Administrative reviewer of undergraduate curriculum proposals. Liaison to the Undergraduate Curriculum Committee of the College Senate. Liaison to the Graduate Fellowship and Scholarship Committee. Editor of the 1996-1998 Undergraduate Bulletin. Advisement support to faculty and undergraduate students.

1988-1995

ASSISTANT PROFESSOR, STATE UNIVERSITY COLLEGE OF NEW YORK AT GENESEO

Taught undergraduate and graduate courses in reading education and the language arts. Directed the summer Reading and Literacy Center. Supervised student teachers. Advised undergraduate and graduate students on their curricular program.

1986-1987

INSTRUCTOR, JUNIOR COLLEGE OF ALBANY

Taught remedial reading courses.

1986-1987

TEACHING ASSISTANT, STATE UNIVERSITY OF NEW YORK AT ALBANY

Assisted in teaching and supervising reading clinic.

1981-1984

TEACHER, ROCHESTER CITY SCHOOL DISTRICT
Taught Special Education Preschool.

1979-1981

TEACHER, ST. ANDREW'S SCHOOL
Taught Grade 5.

PUBLICATIONS (refereed):

Allington, R., Gaskins, R., Broikou, K., Jachym, N. & King, S. (1990).
Improving school literacy programs for at-risk learners through
instructional coordination. Journal of Educational Research, 1(2), 123-
136.

Jachym, N., Allington, R., & Broikou, K. (1989). Estimating the cost of
seatwork. The Reading Teacher, 43(1), 30-35.

Broikou, K., Allington, R., & Jachym, N. (1989). The impact of the Felton
decision: Chapter I services in one archdiocese. Remedial and Special
Education, 10(1), 29-34.

Allington, R., & Broikou, K. (1988). Development of shared knowledge: A new
role for classroom and specialist teachers. The Reading Teacher, 41(8),
806-811.

Allington, R., Boxer, N., & Broikou, K. (1987). Jeremy, remedial reading and
subject area classes. Journal of Reading, 30(7), 643-645.

MANUSCRIPT:

Broikou, K. (1992). Understanding primary grade classroom teachers' special
education referral practices. Doctoral dissertation, State University of
New York at Albany.

CONFERENCE PRESENTATIONS (reviewed):

November 1999

Perils and Possibilities: Three Approaches to Preparing Teachers in a
Liberal Arts Context
Paper presented at the Council of Colleges and Arts and Sciences,
Seattle, Washington.

November 1995

Understanding Literate Activity: Examining Teacher and Student Roles.

Paper presented at the College Reading Association, Clearwater Beach, Florida.

November 1994

Gaining Control Over Literate Activity: The Story of a Disable Reader.
Paper presented at the College Reading Association, New Orleans, LA.

April 1994

Eligibility Criteria for the Identification of Children for Special Education Services: Classroom Teachers' Thinking about Children Who Have Difficulty Learning.
Paper presented at the American Educational Research Association, New Orleans, LA.

April 1994

Developing Profiles of Disabled Readers.
Paper presented at the American Educational Research Association, New Orleans, LA.

December 1993

Understanding Reading Disability Through Interactive Diagnosis: Profiles of Disabled Readers.
Paper presented at the National Reading Conference, Charleston, SC.

November 1993

Exploring the Relationship Between the Belief Systems and Instructional Interventions of Teachers Working with Children "At-Risk" in Reading and Writing.
Paper presented at the College Reading Association, Richmond, VA.

December 1992

The Relationship Between the Belief Systems and the Instructional Interventions of Teachers Working with Children Experiencing Reading and Writing Difficulties.
Paper presented at the National Reading Conference, San Antonio, Texas.

March 1992

Discussant: Literacy and Special Education.
Eastern Educational Research Association, Hilton Head, SC.

March 1992

The Relationship Between Classroom Teachers' Beliefs About Children Who Find Learning to Read Difficult and Their Referral Practices to Special Education.
Paper presented at Eastern Educational Research Association, Hilton Head SC.

December 1990

Implications of Teacher Beliefs about Children Who Find Learning to Read Difficult.

Paper presented at the National Reading Conference, Miami, Florida.

February 1990

Why Is This Child In Special Education?: Classroom Teachers' Reasons for Referring Children for Special Education.

Paper presented at Eastern Educational Research Association, Clearwater, Florida.

December 1989

Primary Teachers' Referral Practices.

Paper presented at the National Reading Conference, St. Petersburg, Florida.

Spring 1989

A Look at Second Grade Students At-Risk: Teacher Strategies and Student Learning.

Paper presented at Eastern Educational Research Association, Savannah, Georgia.

Fall 1987

Six School District Case Studies.

Paper presented at the National Reading Conference, St. Petersburg, Florida.

Fall 1987

What's Special About Special Education Reading Instruction.

Paper presented at New York State Reading Association, Kiamesha Lake.

Spring 1987

The Impact of the Felton Decision: Chapter I Services In One Archdiocese.

Paper presented at American Educational Research Association, Washington, D. C.

Spring 1987

Communication, Coordination and Curricular Congruence In Core and Chapter I Reading Classes.

Paper presented at American Educational Research Association, Washington, D.C.

Spring 1987

Reading Instruction in Special Education.
Paper presented at New England Educational Research Organization,
Stratton Mountain, Vermont.

Spring 1987

Amount of Contextual Reading Available in Basal Reading Series.
Paper presented at Eastern Educational Research Association, Boston,
Massachusetts.

PROFESSIONAL MEMBERSHIPS

National Reading Conference
International Reading Association
American Educational Research Association