

Roseanne Rostock

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Education

University of Pennsylvania Graduate School of Education, Philadelphia, PA (2008-2014)

- EdD, Teaching, Learning and Teacher Education
- Dissertation Title: *Developing a Workable Professional Identity: Building and Negotiating Professional Identity within a Professional Network*
- Dissertation Committee: Susan Yoon, University of Pennsylvania (Chair); Janine Remillard, University of Pennsylvania; Diane Wood, Towson University

Boston University School of Education, Boston, MA (1994-1995)

- MAT, physics education
- Massachusetts Teaching Certification, Physics, grades 9-12
- Pennsylvania Teaching Certification, Physics, grades 7-12

Lehigh University, Bethlehem, PA (1990-1994)

- BS, physics; minor in science journalism
- Lehigh University Trustees Scholar, *summa cum laude*

Professional Experience

Knowles Teacher Initiative, Moorestown, NJ

Senior Program Officer, Senior Fellows Programs (2022-present)

- Work as part of a team to refine a unifying vision for the Senior Fellows program that aligns with Knowles mission and to communicate with external stakeholders about our programs
- Support Senior Fellows to engage in leadership roles within the Program, including grant review committees, Resonance Projects, and Knowles Academy instructor teams
- Provide mentoring and professional support to individual Knowles Senior Fellows, who have each completed the Teaching Fellows Program and are working in a variety of roles inside and outside of schools, and foster a professional community of 300+ Senior Fellows
- Support Senior Fellows to develop grant proposals for projects that build their leadership capacity and positively impact education beyond their own classrooms

Associate Director, Teaching Fellows Program (2018-2022)

Senior Program Officer, Teacher Development (2014-2018)

- Supervised a team of Teacher Developers and Senior Fellows to plan, facilitate and evaluate the Knowles Teaching Fellowship Program
- Implemented a hybrid online/in-person professional development program for early-career STEM teachers to explore equitable teaching practices, engage in practitioner inquiry, and develop skills and dispositions for teacher leadership
- Worked as part of a team to mentor individual teachers and to develop and maintain a robust and effective online community
- Worked with Director and Associate Directors to support a restructuring of the Teaching Fellows Programs

and staffing

- Managed program staff, including hiring, staff development and performance reviews
- Coordinated with Director and Associate Directors to ensure continuity of standards, procedures and Fellow experience and to provide a developmental learning trajectory across 5 years of the Teaching Fellows Program, and building to the Senior Fellows Program
- Worked with staff to develop a set of guiding documents that set vision and maintain coherence across the Teaching Fellows Program, including documents for practitioner inquiry, teacher leadership, equity and inclusion, mentoring and coaching
- Worked with the Director of Teaching Fellowships and staff to plan, implement and evaluate the annual selection process for new Teaching Fellows
- Sought out new ways of networking with external partners, including teachers, teacher educators and other educational leaders
- Increased Knowles' brand recognition by presenting at conferences and events as a representative of the program

Program Officer, Teacher Development (2005-2014)

- Worked collaboratively with Fellowship staff and external colleagues to design, implement and evaluate a comprehensive professional development experience for beginning high school STEM teachers
- Mentored beginning high school STEM teachers via in-person and on-line interactions
- Guided beginning teachers to engage in practitioner inquiry on their own teaching practice and support staff to integrate practitioner inquiry across the Teaching Fellows program
- Fostered a professional community of 150+ Teaching Fellows and within cohorts of up to 35 beginning teachers
- Worked with Program staff to plan, implement and evaluate the annual selection process for new Teaching Fellows
- Presented about Program work at conferences and professional organizations

Charter High School for Architecture and Design, Philadelphia, PA

Physics and Mathematics Teacher (2003-2005)

- Taught physics and math in grades 9-12
- Developed after-school mathematics SAT prep course.
- Served as faculty representative on the school-wide Vision Committee with board members, administration, teachers, parents and students.

US Peace Corps, Naga City, Philippines

Teacher Developer for Science and English (2000-2002)

- Planned and implemented professional development for Filipino science and English teachers on questioning, critical thinking skills, physics content knowledge and science teaching methods.
- Provided follow-up support to individual teachers through conferencing and classroom visits.
- Developed curriculum materials integrating environmental education into the Philippines Year 1 High School English courses.

Boston Public Schools, Boston, MA

Science Teacher, Brighton High School (1995-2000)

- Taught physics, physical science and integrated science

- Mentored after-school engineering club
- Facilitated common planning time meetings for a small teacher learning community (1999-2000)
- Served on Instructional Leadership team to support whole-school initiatives within small learning communities and common planning time

Conference Presentations

Abrams, L., **Rostock, R.**, & Masloski, K. (2018). Insider voices: Teacher leaders talk back to the literature on teacher leadership. Paper presented as part of the Symposium: Looking Back, Looking Forward: Exploring Conceptual Frameworks of Teacher Leadership. American Educational Research Association Meeting, New York, NY.

Rostock, R. (2017). Exploring teacher leadership through beginning teachers' stories. Presentation at the International Teacher Leadership Conference, Miami, FL.

Rostock, R. (2017). Activity systems as a framework for exploring teacher community and teacher leadership. Presentation at the International Teacher Leadership Conference, Miami, FL.

Rostock, R., Vissa, J. & Wolfe, Z. (2015). Exploring teacher leadership through beginning teachers' stories. Presentation at the Ethnography in Education Research Forum, Philadelphia, PA.

Rostock, R. & Vissa, J. (2015). Activity systems as a framework for exploring teacher community and teacher leadership. Presentation at the Ethnography in Education Research Forum, Philadelphia, PA.

Galosy, J., Portnoy, D., **Rostock, R.**, Vissa, J. & Wolfe, Z. (2014). Teacher leadership and beginning STEM teachers: Inroads, barriers, and new directions. Presentation at the Ethnography in Education Research Forum, Philadelphia, PA.

Rostock, R. (2013). Building and negotiating a workable teacher identity within and across professional discourses (Data analysis session). Presentation at the Ethnography in Education Research Forum, Philadelphia, PA.

Gillespie, N., Galosy, J., **Rostock, R.** & Wolfe, Z. (2012). Supporting and retaining high quality secondary science teachers: Evidence from the Knowles Science Teaching Foundation. Paper presented at the National Association for Research in Science Teaching Conference, Indianapolis, IN.

Rostock, R., Mossgrove, J., Johnson, K., Vase, A. & Randall, M. (2011). Teachers and teacher developers learning together: A nested inquiry approach to lesson study. Presentation at the Ethnography in Education Research Forum, Philadelphia, PA.

Andrus, S., Bialka, C., Maloney, T. & **Rostock, R.** (2010). Learning and decision-making: How new teachers in Teach For America navigate the process of learning to teach mathematics. Paper presented at the American Educational Research Association Meeting, Denver, CO.

Buskirk, H., Echols, R., Gillespie, N., Murphy, S. & **Rostock, R.** (2010). Moving beyond retention: Setting the stage for the next generation of teacher leaders. Presentation at the National Science Teachers Association Meeting, Philadelphia, PA.

Andrus, S., Bialka, C., Maloney, T. & **Rostock, R.** (2009). Learning in practice: The complexities of being a Teach For America math teacher. Paper presented at the American Anthropological Association Meeting, Philadelphia, PA.

Rostock, R. (2009). Supporting and retaining high-quality science and mathematics teachers: Research, programs and results. Invited presentation at the American Association of Physics Teachers Summer Meeting, Ann Arbor, MI.

Mossgrove, J., **Rostock, R.**, Rulli, C. & Metzger, C (2009). A modified approach to lesson study for secondary mathematics and science teachers. Presentation at the Chicago Lesson Study Conference, Chicago, IL.

Professional Service

Reviewer for Journal Manuscripts:

- Journal of Teacher Education (2011-2018)

Reviewer for Conference Proposals:

- American Association for Educational Research Annual Conference (2015-2017)
- Ethnography in Education Research Forum (2011-2013)
- National Association for Research in Science Teaching Conference (2012)