CURRICULUM VITA

WILLIAM H. RUPLEY, PhD   January 2019

Professor of Reading Education
Distinguished Research Fellow
Executive Editor Reading Psychology: An International Journal
Regents Fellow
College of Education and Human Development
Department of Teaching, Learning, and Culture 4232
Texas A&M University
College Station, TX 77843
http://directory.cehd.tamu.edu/view.epl?nid=w-rupley

PROFESSIONAL INTERESTS

Teacher effectiveness in reading Instruction, reading acquisition and development, cognition, reading assessment, vocabulary, and strategy knowledge in reading

EDUCATION

B.S.   Elementary Education, Indiana University, 1968

M.S.   Elementary Education/Reading, St. Frances College, 1970

Ph.D. Elementary Education/Reading/Educational Research, University of Illinois, 1975

PROFESSIONAL LICENSES

Lifetime Teaching Certificate, State of Indiana, Kindergarten to Grade 6

EXPERIENCE

Educational

Professor, Educational Curriculum and Instruction, Texas A&M University, 1985-to present

Associate Professor, Educational Curriculum and Instruction, Texas A&M University, 1979-1984

Assistant Professor, Educational Curriculum and Instruction, Texas A&M University, 1975-1979

Abstractor, annotator, and subject specialist (reading), ERIC Clearinghouse on Reading and Communication Skills, National Council of Teachers of English, Urbana, IL, 1972-1975

Teaching Assistant - Reading, University of Illinois, Urbana, IL, 1972-

Non-graded elementary teacher, Fort Wayne Community Schools, Fort Wayne, IN, 1971-1972

Instructor - Reading, St. Francis College, Fort Wayne, IN, 1970-1971

Sixth grade teacher, Fort Wayne Community Schools, Fort Wayne, IN, 1969-1971

Fourth grade teacher, South Whittier School District, South Whittier, CA, 1968-1969

Administrative

Director, Reading Cognate Area, Department EDCI, 2005 - 2007

Head, Department of Educational Curriculum and Instruction, 1995 - 1997

Co-director, Reading Clinic, 1992 - 1995

Director, Language and Literacy Laboratory, 1982-1995

Chair, Language, Literacy, and Culture Research and Instructional Division, 1990-1991

Member, Administrative Council, Department of Educational Curriculum and Instruction, 1982-1990

Chair, Reading Program, Department of Educational Curriculum and Instruction, 1982-1990

Chair, Reading/Language Development Inquiry Group, 1983-1988 Member,

Instructional Research Laboratory Governing Board, College of Education, 1980-1990

PROFESSIONAL ASSOCIATIONS

International Literacy Association, Association of Literacy Educators and Researchers, Society for the Scientific Study of Reading (Charter Member)

HONORS, AWARDS, AND LISTINGS

A.B. Herr Award (2013). Association of Literacy Educators and Researchers.

University Regents Scholar, Initiative for Excellence in Education Academy for Educator Development (2001-present)

Distinguished Research Fellow, College of Education, TAMU, (1999 –present).

Honored by having a Texas A&M University Fish Camp named in recognition of my
teaching, Camp **Rupley**, summer 1998.

Listed in *Who's who in America*, (51st ed.) 1997

Listed in *Who's who in America*, (50th ed.) 1996

Listed in *Who's who in America*, (49th ed.) 1995

Listed in *Who's who in the South and Southwest* (23ed.) 1994

Listed in *World Intellectual*, 1993

Biographical Honor Award, International Biographer Centre, 1992

Listed in *Men of Achievement*, 1992

Listed in *Who's who in the South and Southwest* (22nd Ed.), 1991

Listed in *Who's who in American education*, 1990-1991

Listed in *Who's who in American education*, 1989-1990 edition

Certificate of Appreciation Contributions to Reading, Texas Southern University, 1990

COMMITTEE MEMBERSHIPS AND PROFESSIONAL ASSOCIATION ACTIVITIES

Texas A&M University

Member of TLAC Evaluation Committee for Revision of the A-1 (2015-2016)

Member of the Executive Ed. D. Online Steering Committee (2014 – 2016)

Member of search committee senior strategic hire Cyber learning & STEM (2013- 16)

University Reviewer for Merit Fellowship Nominations (2011 & 2013)

Chairperson of TLAC Committee to Revise Merit Evaluation System (2011-2012)

Member of TLAC Committee to develop a Merit Evaluation System (2010-2011) Elected

Member of TLAC Merit Evaluation Committee (2010-2011)

Elected Chairperson of the Council of Principle Investigators, CEHD (2011). Elected

Member of the Council of Principle Investigators, CEHD (2009 -2012). Outside

Member of Search Committee, Department of Educational Psychology,
Special Education, 2006.

College Level Member Promotion and Tenure Committee, College of Education and
Human Development (2004-2007).

Represented College of Education and Human Development at the TAMU launch of the
One Spirit One Vision Campaign. Verizon project, Brighter Horizons was
highlighted at the campaign.

Board of Directors Member, Houston Area Initiative, 2002 to 2006.

Coordinator and member of the Reading, English, Language Arts Benchmarking
Cognate Area. (2002-03). College of Education and Human Development.

NCATE Committee Advisory Committee, Department of Teaching Learning and

Culture, 2001

Prekindergarten - Grade 4 Program Development Task Force, Department of
Educational Curriculum and Instruction, (2000-2001)

Teacher Education Advisory Committee, College of Education, 1989-1990 NCATE
Committee, College of Education, 1989-1990

Graduate Deans' University Awards Committee, 1987-1988 Texas
A&M University Undergraduate Fellows Program, 1986
Presidential Candidate, College Reading Association, 1986

Chair, Reading/*Language Arts* Task Force, Department of Educational Curriculum
and Instruction, 1985

Certificate of Research Achievement, College of Education, Texas A&M University,
1984

Vice President, Organization of Teacher Educators in Reading, International Reading
Association, 1984-1985

Organizer, President's Lecture Series, College of Education, 1984

Selection Committee for the Texas Aggie Bar Association Scholarship, 1983
Graduate Program Committee, Educational Curriculum and Instruction,
1981-1982 Doctoral Qualifying Examinations, Educational Curriculum
and Instruction,1980 - 1982

NCATE Standards Committee, College of Education, 1982

Chair, Faculty Positions in Reading, Educational Curriculum and Instruction, 1981
Faculty Evaluation Committee, Educational Curriculum and Instruction, 1979-
1980 Chair, Reading Program Evaluation Committee, Educational Curriculum
and Instruction, 1979-1980

Professional Associations

Member, Committee on Publication Ethics (COPE provides leadership in thinking on
publication ethics, practical resources to educate and support members, and
offers a professional voice in current debates)
2005 – present.

Association of Literacy Educators and Researchers, Awards Selection Committee
(2015, 2016, 2017, 2018).

Elected Member of the Causey Award Committee, Association of Literacy Educators
and Researchers (2010-present).

Member of the External Reviewers of proposals for presentation at the 2004 Reno-
Tahoe meeting of the International Reading Association

Member of the National Advisory Committee for Fourth Grade Reading Academies,

Texas Education Agency Office of Statewide Initiatives (2003-04)

Member Higher Education Collaborative, University of Texas Center for Reading and Language Arts (2003-04)

Member Texas Reading First Initiative Review Panel, Texas Education Agency, (2004)

Member Higher Education Collaborative, University of Texas Center for Reading and Language Arts (2002-03)

Member Texas Reading First Initiative Review Panel, Texas Education Agency, (2003) Member. Fourth Grade Teacher Reading Academy Advisory Committee, Texas Education Agency, Austin, TX, 2003.

Co-Chair of the Teacher Education Division of the National Reading Conference 2002-2003.

Chair of the Teacher Education Division of the National Reading Conference, 2001-2002.

Member of the Higher Education Collaborative Board, University of Texas (2001-2004).

Member of the National/State Advisory Group to review the contents of the Texas Third Grade Teacher Reading Academy. (2002).

Member of the National/State Advisory Group to review the first draft of the Texas Second Grade Teacher Reading Academy (2001).

Chair of the Teacher Education Division of the National Reading Conference, 1999-2001.

Member of the Subcommittee on Teacher Educator Awards, International Reading Association, 1999-2000.

Candidate, Board of Directors, Society for the Scientific Study of Reading, 1998

Secretary, SIG Balanced Reading Instruction, International Reading Association, 1997 QuEST Project, Texas Education Agency, 1995 - 1998

Outstanding Teacher Educator in Reading Award Committee, International Reading Association, 1984-1985

Commission on the Education of Teachers of Reading, National Council of Teachers of English Conference on English Education, 1984-1989

Membership Committee, Organization of Teacher Educators in Reading, International Reading Association, 1983-1984 Outstanding Teacher Educator in Reading Award Committee, International Reading Association, 1982-1984

College Reading Association Research Commission, 1982-1983

Chair of the Teacher Education Division, College Reading Association, 1981- 1983

Teacher Effectiveness in Reading Instruction Committee, International Reading

Association, 1981-1983

Membership Committee, Organization of Teacher Educators in Reading,
International Reading Association, 1981-1983

Program Committee, Twenty-Fifth Annual Conference of the College Reading
Association, 1981

Chairperson Elect, Teacher Education Division, College Reading Association, 1979

Chair, The Future Role of *the Reading Teacher* National Committee, College Reading
Association, 1978-1984

EDITING AND REVIEWING

Editorships

Executive Editor, *Reading Psychology: An International Journal, 2010-present*

Executive Editor, *Reading Psychology: An International Quarterly*, 1989-2010

Co-Editor of Research Section, *Reading Online (ROL),* International
Reading Association, 1997 - 2000

Co-Editor, *Reading Psychology: An International Quarterly*, 1986-1989

Editorial Review Boards, Text Reviews, Grant Reviews

Editorial Board Member, *Cogent Education* (2014-17)

Reviewer Teaching and Teacher Education (2017 – present)

Reviewer for AERA Open - American Educational Research Association Online Journal
(2015 -17)

Editorial Board Member, *Journal of Literacy Research* (2009-present) Editorial

Board Member, *Reading and Writing Quarterly*, (2005-present).

Editorial Board Member, *The Journal of Reading Education*, (2006-present).

Guest Member of the Editorial Review Board, *The Reading Teacher* (2006-present).

Member Editorial Review Board for *Literacy Research and Instruction* (2004-present).

Editorial Board Member, *The Yearbook of the Annual Meeting of the Literacy
Research Association* (2011)

Guest Reviewer: *Teaching, Learning, and Human Development*, AERA (2006)

Editorial Advisor *Yearbook of the National Reading Conference*. (2006-2007)

Guest Editorial Reviewer, *Scientific Studies of Reading* (2007**)**

Member of the Editorial Advisory Board for the *Yearbook of the National Reading
Conference* (2003, 04, 05, 06, 07)

Member of the Editorial Review Board, The Reading Teacher (2004-2006)

CURRICULUM VITA WILLIAM H. RUPLEY

Guest Peer Reviewer. School Psychology Quarterly (2003) Division of School Psychology of the American Psychological Association.

Peer Reviewer for the National Reading Conference Yearbook. (2003). National Reading Conference, Chicago, IL.

Editorial Board Member. (2002-2005). *The Reading Teacher*. International Reading Association, Newark, DL.

Editorial Board Member 2002 *Yearbook of the National Reading Conference* National Reading Conference, Chicago, IL

Editorial Board Member *Scientific Studies of Reading*, The official journal of the Society for the Scientific Study of Reading 2000 –02.

Guest reviewer *Reading and Writing: An Interdisciplinary Journal, 1998, 1999*

Editorial Board Member *National Reading Conference Yearbook*, 1996

Editorial Board Member *National Reading Conference Yearbook*, 1995

Editorial Board Member *National Reading Conference Yearbook*, 1993

Editorial Board Member *National Reading Conference Yearbook*, 1992

Editorial Board Member *National Reading Conference Yearbook*, 1991

Guest Reviewer, Journal of Reading Behavior, 1989

Guest Reviewer, Journal of Reading Behavior, 1988

Editorial Board Member *National Reading Conference Yearbook*, 1986

Editorial Board Member *Reading Education in Texas*, 1985

Guest Reviewer, *Reading Research Quarterly*, 1984

Editorial Board Member Editorial Board Member *Reading Horizons*, 1982-1986

Editorial Board Member *Reading Psychology: An International Quarterly*, 1979-1986

Editorial Board Member *National Reading Conference Yearbook*, 1978

Editorial Board Member *Reading World*, 1977-1982 Editorial

Board Member *Language Arts*, 1976-77

Editorial Board Member *Resources in Education: Reading and Communication Skills*, 1975-1988.

Program Review Boards

Association of Literacy Educators and Researchers Annual Conference (2014)

AERA 2012 Annual Meeting Reviewer Invitation *(Reading)*

Reviewer of proposal Literacy Research Association Annual Conference (2011)
International Reading Association Annual Convention, 2002-2007

Reviewer of Research Proposals for Area 4 Literacy Assessment, Evaluation, and

Public Policy Meeting of The National Reading Conference 2006.

Reviewer of Research Proposals for the International Reading Association Annual Convention, 1998, 1999, 2001, 2002, 2003, 2004, 2005

Division C, Peer Reviewer of Research Proposals Section 1, American Educational Research Association, 1994, 1993, 1995,1996,1997, 1998, 1999, 2000, 2001

Division C, Section 4, American Educational Research Association,

National Reading Conference 1995, 1993, 1991, 1989, 2002, 2003, 2004,2005.2006, 2008, 2009, 2010, 2011

Reader, Division C, Section 2, American Educational Research, 1981

Research Grant Review Boards

Outside reviewer for the Mississippi Department of Education's Striving Readers grant proposal (2011)

Reviewer of Grant Applications for the Social Sciences and Humanities Research Council of Canada (2010 and 2011)

Peer Reviewer for Texas Reading First Initiative Review Panel (2003). Texas Education Agency, Austin, TX

Peer Reviewer for 2003 Early Childhood Educator Professional Development Program Grants Competition. U.S. Department of Education, Washington, D.C.

PUBLICATIONS

Books/Tests/Editorials

Rasinski, T. V., Rupley, W. H., Nichols, W. D. (2012). *Teaching Phonics and Fluency through Rhyming Poetry.* New York, NY: Scholastic.

Willison, V., & Rupley, W. H. (2011) Experimental and Quasi-Experimental Designs for Interventions. Handbook of Reading Disabilities Research General Editors: Richard Allington & Anne McGill- Franzen, University of Tennessee. Lawrence Erlbaum, Inc. 434-444.

Heilman, A. J., Blair, T. R., & Rupley, W. H. (2002). *Principles and practices of teaching reading (10 ed.).* Columbus, OH: Merrill

Dickson, S., & Rupley W. H. (2001). *Guidelines for implementation of Master Reading Program*. Austin, TX: Texas Education Agency

Rupley, W. H., & Norton, D. E. (1998). Literacy, Multiculturalism, and Global Understanding. Letter to the Editor, *Reading Today*, *15*, 11

Heilman, A. J., Blair, T. R., & Rupley, W. H. (1998). *Principles and*

practices of teaching reading (9th ed.). Columbus, OH: Merrill

Logan, J. W., Rupley, W. H., & Erickson, R. (1995). *Phonics Research and Instruction*. Dubuque, IA: Kendall-Hunt.

Heilman, A. J., Blair, T. R., & Rupley, W. H. (1994). *Principles and practices of teaching reading (8th ed.).* Columbus, OH: Merrill.

Logan, J. W., Rupley, W. H., & Erickson, R. (1993). *Phonic competencies and strategies: Steps to literacy (3rd ed.).* Dubuque, IA: Kendall-Hunt.

Heilman, A., Blair, T. R. & Rupley, W. H. (1990). *Principles and practices of teaching reading (7th ed.).* Columbus, OH: Merrill.

Rupley, W. H., & Logan, J. W. (1990*). Silver level: Vistas in reading literature* (Tests*).* Chicago, IL: McDougall-Littell.

Rupley, W. H., & Blair, T. R. (1989). *Reading diagnosis and remediation (3rd ed.).* Columbus, OH: Merrill.

Rupley W. H., & Blair, T. R. (1988). *Teaching reading: Diagnosis, direct instruction, and practice (2nd ed.).* Columbus, OH: Merrill.

Logan, J. W., Rupley, W. H., & Erickson, R. (1987). *Phonic competencies for reading teachers (2nd ed.).* Dubuque, IA: Kendall-Hunt.

Heilman, A., Blair, T. R., & Rupley, W. H. (1986) *Principles and practices of teaching reading (6th ed.).* Columbus, OH: Merrill.

Rupley, W. H., & Blair, T. R. (1983). *Reading diagnosis and direct instruction: A guide for the classroom*. Columbus, OH: Merrill.

Rupley, W. H., & Blair, T. R. (1979). *Reading diagnosis and remediation: A primer for classroom and clinic*. Chicago, IL: Rand McNally.

Book Chapters/Reviews

Rasinski, T., Nichols, W., & Rupley, W. H. (2012). Using Alternative Texts to develop Fluency for Struggling Readers. (IRA Book Chapter)

Rupley, W. H., Nichols, W. D., & Mras, M. (2012). Words are everywhere: Supporting Struggling Readers' Word Knowledge. In *Supporting Struggling Readers: Reading and Strategy Use.* Barbara Walker, Ed. Christopher-Gordon Publisher

Rupley, W. H., & Willson, V. L. (2011). Section Editors. SECTION SIX: STUDYING

READING DISABILITIES. In Handbook of Reading Disabilities Research General Editors: Richard Allington & Anne McGill-Franzen, University of Tennessee 407 – 496.

Rupley, W. H., Wise, B. S., & Logan, J. W. (1986). Research in effective teaching: An overview of its development. In J. V. Hoffman (Ed.), *Effective teaching of reading: Research and practice*. Newark, DE: International Reading Association.

Rupley, W. H. (1984). Review of the Gates MacGinite Reading Tests. In J. V. Mitchell (Ed.), *The ninth mental measurements yearbook*. Lincoln, NB: Buros Institute of Mental Measurement.

Rupley, W. H., Ash, M. J., & Blair, T. R. (1983). Motivating students to actively engage in reading instruction. In R. Loring, & J. Thomas (Eds.), *Motivating children and young adults to read*. Phoenix, AZ: Oryx.

Blair, T. R., & Rupley, W. H. (1983). Improving instruction in reading: An experimental study. In L. Gentile, M. Kamil, & J. Blanchard (Eds.), *Reading research revi*sited. Columbus, OH: Merrill.

Rupley, W. H., & Blair, T. R. (1979). The effective reading teacher: What are the missing pieces? In K. VanderMuelen (Ed.), *Reading horizons: Selected readings*. Kalamazoo, MI: Western Michigan University.

Rupley, W. H. (1979). Effective reading instruction: Promising practices. In *Selected articles on the teaching of reading*. New York, NY: Barnell Loft, Ltd.

Rupley, W. H. (1975). ERIC: The system and how to use it. In J. Curry & D. Morris (Eds.), *Searching for professional literature in reading*. Newark, DE: International Reading Association.

Columns (ERIC: Reading and Communication Skills)

Rupley, W. H., & Blair, T. R. (1980, January). Incorporating the arts into Language Arts. *Language Arts.*

Rupley, W. H., & Russell, M. T. (1979, September). The interaction of language, cognitive, and social development. *Language Arts*.

Rupley, W. H., & Blair, T. R. (1979, March). Mainstreaming and reading instruction. *The Reading Teacher*.

Rupley, W. H., & Robeck, C. (1978, February). Black dialect and reading achievement. *The Reading Teacher*.

Rupley, W. H., & Blair, T. R. (1978, May). Teacher effectiveness in reading

instruction. *The Reading Teacher*.

Rupley, W. H. (1978, June). Preservice and inservice education for reading teachers. *Language Arts*. Selected for referencing in *Sociological Abstracts*

Rupley, W. H. , & Longion, B. (1978, December). Mastery learning: A viable alternative. *The Reading Teacher*.

Rupley, W. H. (1977, January). Reading readiness research: Implications for instructional practices. *The Reading Teacher*.

Rupley, W. H. (1977, February). Miscue analysis research: Implications for teacher and researcher. *The Reading Teacher*.

Rupley, W. H., & Blair, T. R. (1977, March). Remedial reading i instruction. *The Reading Teacher.*

Rupley, W. H. (1977, May). The measurement and evaluation dilemma in Language Arts. *Language Arts*.

Rupley, W. H. (1976, March). Effective reading programs. *The Reading Teacher*.

Rupley, W. H. (1976, October). Reading interests: Motivating students to read for personal enjoyment. *The Reading Teacher*.

Rupley, W. H. (1976, December). Reading comprehension. *The Reading Teacher*.

Rupley, W. H. (1976, December). Using newspapers to teach reading. *The Reading Teacher*.

Rupley, W. H. (1975, January). Criterion referenced testing. *The Reading Teacher*.

Rupley, W. H. (1975, March). Oral language development and its role in a developmental reading program. *Elementary English*.

Rupley, W. H., & Blair, T. R. (1975, April). Early reading: Teachers and parents. *The Reading Teacher*.

Rupley, W. H. (1975, September). Content reading in the elementary grades. *Elementary English*.

Rupley, W. H. (1975, October). Informal reading diagnosis. *The Reading Teacher*.

Rupley, W. H. (1975, November). The reading process. *The Reading Teacher*.

Rupley, W. H. (1974, January). Vocabulary development and instruction.

The Reading Teacher.

Rupley, W. H. (1974, April). Oral Language Development. *Elementary English.*

Rupley, W. H. (1974, April). Phonics and beginning reading instruction. *The Reading Teacher.*

Rupley, W. H., & Olson, T. (1974, October). Finding the answers with ERIC. *The Reading Teacher*.

Rupley, W. H. (1974, October). How ERIC can help. *The Journal of Reading*.

Rupley, W. H., & Winkeljohann, R. (1973, February). An alternative plan for education. *The Reading Teacher*.

Rupley, W. H. (1973, March). The cloze procedure. *The Journal of Reading*.

Rupley, W. H. (1973, April). Standardized tests: Selection and interpretation. *The Reading Teacher*.

Rupley, W. H., & Olson, T. (1973, May). ERIC: The system and how to use it. *The Journal of Reading*.

Rupley, W. H. (1973, October). Programs, materials, and methods of reading instruction. *The Reading Teacher*.

Rupley, W. H. (1973 November). Higher levels of reading comprehension. *The Reading Teacher.*

Rupley, W. H. (1973, December). Reading materials and reading material selection for secondary reading programs.   *The Journal of Reading*.

Rupley, W. H. (1972, December). Help at home. *The Reading Teacher*.

Rupley, W. H., & Hoetker, J. (1972, December). Poetry in the elementary classroom: The professional literature. *Elementary English*.

Refereed Articles/Publications

Barron, E. R., Rupley, W. H., Paige, D., Nichols, W. D., Nichols, J. & Lumbreras, R. (2018). Middle School Teachers' Knowledge and Use of Comprehension Strategies in Discipline Instruction. *International Journal of Learning, Teaching and Educational Research 17 (10)* (DOAJ)

Ritz, C., Rupley, W. H. (2018). The Proficiency Cohort: Shifting Teacher Beliefs through a Collaborative Curriculum Design Process. Journal NECTFL Review ISSN 2164-5965, Sep2018, Vol. 82, p31-55.

Paige, D. D., Smith, G. S., Rasinski, T. V., Rupley, W. H., Magpuri-Lavell, T., & Nichols, W. D. (2018). A path analytic model linking foundational skills to Grade 3 state reading achievement. *Journal of Educational Research*. 1-11. (IF 1.239) DOI: 10.1080/00220671.2018.1445609

Paige, D. D., Rupley, W. H., Smith, G. S., Olinger, C., & Leslie, M. (2018). Acquisition of letter naming knowledge, phonological awareness, and spelling knowledge in kindergarten children at-risk for learning to read. *Child Development Research, Vol. 2018*, article ID 2142894. https://doi.org/10.1155/2018/2142894

Henderson, D.C., Rupley, W.H., Nichols, J.A., Nichols, W.D., & Rasinski, T.V. (2018). Triangulating Teacher Perception, Classroom Observations, and Student Work to Evaluate Secondary Writing Programs. *Reading and Writing Quarterly*. 1-16. (IF 1.06) https://doi.org/10.1080/10573569.2017.1344941

Lumbreras, R. Jr, & Rupley, W. H. (2017). Si, se puede! Achieving Academic Excellence Online. *Distance Education* 38 (3), 381-393. (IF 1.592). DOI: 10.1080/01587919.2017.1369004

Lumbreras, R., & Rupley, W. H. (2017). Educational experiences of ELL Educators: Searching for Instructional Insights to Promote ELL Students Learning. *Educational Research for Policy and Practice*, 48 (19) 1-22. DOI: 10.1007/s10671-017-9225-z

Paige, D. D., Rupley, W. H., Smith, G. S., Rasinski, T.V., & Nichols, W. D. (2017). Is prosodic reading a strategy for comprehension? *Journal of Educational Research Online* 9 (2), 245-275

Godwin, A., Capraro, M. M., Rupley, W. H., & Capraro, R. C. (2017). Meta-synthesis of factors contributing to children's communication development: Influence on reading and mathematics. *Journal of Childhood Development Research.* The open access publishing fees for this article have been provided by the Texas A&M University Open Access to Knowledge Fund (OAKFund), supported by the University Libraries and the Office of the Vice President for Research.

Rasinski, T. V., Paige, D., Rains, C., Stewart, F., Julovich, B., Prenkert, D., Rupley, W. H., & Nichols, W. D. (2016). Effects of Intensive Fluency Instruction on the

Reading Proficiency of Third Grade Struggling Readers. Reading and Writing
Quarterly. DOI: 10.1080/10573569.2016.1250144

Philips, D., Nichols, W. D., Rupley, W. H., Paige, D., & Rasinski, T. V. (2016). Efficacy
of Professional Development: Extended Use of Focused Coaching on Guided
Reading Instruction for Teachers of Grades One, Two, and Three.
International Research in Higher Education 1 (2), 12 [48]13 24.

Brabham, B. C., Nichols, J. A., W. H. Rupley, Nichols, W. D., Rasinski, T. V., Paige, D.
(2016). Teachers [48]19 Perceptions and Implementation of Professional
Development in Writing Instruction. *Journal of Studies in Education* 6 (3), 32-
61.

James, M. C., Nichols, J. A., Nichols, W. D., Rupley, W. H., Franks, A., Rasinski, T. V.,
& Paige, D. (2016). Tracking Exposed: The Potential for Undermining Urban
High School Students [48]19 Academic Success through Course Placement
Practices. IOSR *Journal of Research & Method in Education* (IOSR-JRME) e-
ISSN: 2320-7388, p-ISSN: 2320 737X Volume 6, Issue 3 Ver. I (May. - Jun.
2016), 1 -11 www.iosrjournals.org

Rasinski, T.V., Chang, S.C., Edmondson, E., Nageldinger, J., Nigh, J., Remark, L.,
Kenney, K.S., Walsh, E., Yildirim, K., Nichols, W.D., Rupley, W. H., and Paige,
D.D. (2016). Reading Fluency and College Readiness. *Journal of Adolescent
& Adult Literacy.*

James, M. C., Rupley, W. H., Hall, K. K., J. V. Nichols, T. V. Rasinski, & Harmon, W.
K. (2016). Reform Stall: An Ecological Analysis of the Efficacy of an Urban
School Reform Initiative to Improve Students [48]19 Reading and
Mathematics Achievement. *Cogent Education* 3 (1), 1245089

Rasinski, T. V., Nichols, W. D., Rupley, W. H., & Paige, D. D. (2016). Using
alternative text types to improve reading fluency for competent and struggling
readers. *International Journal of Instruction*

Godwin, A., Rupley, W. H., Capraro, R. M. & Capraro, M. M. (2016). Reading and
mathematics bound together: Creating a home environment for preschool
learning. *Journal of Education and Learning, 5(1)*, 44-59, doi:
http://dx.doi.org/10.5539/jel.v5nlpp.44

Paige, D. D., Magpuri-Lavell, T., Rasinski, T. V., & Rupley, W. H. (2015). Fluency
differences by text-genre in proficient and struggling secondary students.
Advances in Literary Study. *3*(4), 102-117. *dx.doi.org/10.4236/als.2015.34016*

Rasinski, T. V., Rupley, W. H**.**, & Paige, D. D. (2015, November/December). Beyond
the new norm: The benefits of reading more than informational texts. *Literacy
Today*, *33*(3).

Rupley, W. H., Paige, D. D., Rasinski, T. V., Slough, S. W. (2015). Multi Touch

Tablets, E-Books, and an Emerging Multi-Coding/Multi-Sensory Theory for Reading Science e-Textbooks: Considering the Struggling Reader. *Journal of Education and Training Studies, 3* (4), 1-8. Retrieved from http://redfame.com/journal/index.php/jets.

Slough, S. & Rupley, W. H. (2013). Development of a research agenda to study the next generation of e-textbooks in science In T. Amiel & B. Wilson (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013 (pp. 1233-1238). Chesapeake, VA: AACE. Retrieved November 13, 2013 from http://www.editlib.org/p/40908.

Capraro, R. M., Capraro, M. M., & Rupley, W. H. (2011). Reading-enhanced Word Problem Solving: A Theoretical Model. European Journal of Psychology of Education DOI: 10.1007/s10212-011-0068-3

Capraro, R. M., Capraro, M. M., & Rupley, W. H. (2011). Semantics and syntax: A theoretical model for how students may build mathematical mis-understandings. Journal of Mathematics Education, 3(2), 58-66.

Hairrell, A. Rupley, W. H., & Simmons, D. (2011). An Investigation of Fourth-Grade Teachers' Use of Vocabulary Instruction in Social Studies. Journal of Reading Education.

Hairrell A., Rupley, W. H., Edmonds M., Larsen R., Simmons D., Willson V., Byran, G., & Vaughn S., (2011). Examining the Impact of Teacher Quality on Fourth-Grade Students' Comprehension and Content-Area Achievement. Reading & Writing Quarterly 27, (3), 239-260.

Hairrell, A., Rupley, W. H., & Simmons, D. (2011). The State of Vocabulary Research. *Literacy Research and Instruction*, 50 (4), 253-271

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Rupley, W. H., Willson, V. L., & Hall, R. (1995). Graphemic features of single word recognition and spelling performance. National Reading Conference, New Orleans, LA.

Nichols, W. D., Rupley, W. H., & Willson, V. L. (1995). Exploring developmental components of reading comprehension using Rauding theory. National Reading Conference, New Orleans, LA.

Rupley, W. H., Nicholas, W. D., & Willson, V. L. (1995). A longitudinal cross-sectional study of the relationship of background knowledge and strategy knowledge on narrative comprehension, integrative comprehension, and expository comprehension in grades 3-6. Society for the Scientific Study of Reading, San Francisco, CA.

Willson, V. L., Rupley, W. H., & Logan, J. W. (1995). A structural equation model for reading comprehension development based on background, phonemic, and structural knowledge. Society for the Scientific Study of Reading, San Francisco, CA.

Willson, V. L., Rupley, W. H., Nicholas, W. D. (1994). Cross-grade structural equation model of background, strategy, and comprehension knowledge development. National Reading Conference, San Diego, CA.

Willson, V. L., & Rupley, W. H. (1994). Item component-based regression modeling of individual: Fit and cross-validation. National Reading Conference, San Diego, CA.

Rupley, W. H., Willson, V. L., & Jetton, T. L. (1994). Comprehension of narrative/expository texts: Role of content, discourse & strategy knowledge. National Reading Conference, San Diego, CA.

Rupley, W. H., & Willson, V. L. (1993). Cross-grade path analysis of comprehension: Variables contributing to a developmental model. Society for the Scientific Study of Reading. New Orleans, LA.

Nichols, W. D., Rupley, W. H., & Willson, V. L. (1993). Application of Rauding

theory to comprehension abilities of elementary-age children. National Reading Conference, Charleston, SC.

Willson, V. L., & Rupley, W. H. (1993). Reading development: Testing the decoding-comprehension interaction hypothesis. Society for the Scientific Study of Reading. New Orleans, LA.

Rupley, W. H., Willson, V. L., Nichols, W. D., & Logan, J. W. (1993). Individual student profiles: Salience of components of word identification and their relationship to comprehension. National Reading Conference, Charleston, SC.

Willson, V. L., Rupley, W. H., & Sadoski, M. (1993). Reading, IQ, and exceptionality: A developmental model. American Educational Research Association Annual Conference, Atlanta, GA.

Cheek, D. H., Rupley, W. H., & Willson, V. L. (1992). The relationship of theoretical orientation toward reading and political attitudes. National Reading Conference

Rupley, W. H., & Willson, V. (1991). Relationship of reading comprehension to components of word decoding: Support for developmental shifts. National Reading Conference, Palm Springs, CA.

Rupley, W. H., & Willson, V. (1988). Engagement strategies employed by intermediate level teachers in assigning and supervising students' independent reading tasks. National Reading Conference, Tucson, AZ.

Rupley, W. H. (1988). Process oriented assessment of reading comprehension. College Reading Association, Atlanta, GA.

Rupley, W. H. (1988). Chair: Delineating a serviceable reading philosophy: The touchstone for programmatic decisions. College Reading Association, Atlanta, GA.

Rupley, W. H., & Logan, J. W. (1986). Teacher's beliefs about reading and knowledge of reading outcomes. National Reading Conference, San Diego, CA.

Rupley, W. H., & Logan, J. W. (1986). Elementary teachers' beliefs about reading and knowledge of reading content: Relationships to decisions about reading outcomes. College Reading Association, Pittsburg, PA.

Blair. T. R. & Rupley, W. H. (1986). Pre-interactive phase of direct instruction in reading: A missing link. College Reading Association, Knoxville, TN.

Rupley, W. H. (1985). Chair: Expanding primary literacy instruction. National Reading Conference, Austin, TX.

Rupley, W. H., & Logan, J. W. (1985). Relationship between teachers' beliefs about reading and their reported use of questioning and engagement strategies National Reading Conference, San Diego, CA.

Rupley, W. H. (1985). Clinical reading programs at the university level. College Reading Association, Pittsburg, PA.

Rupley, W. H., & Blair, T. R. (1984). Structuring and supervising seatwork: A descriptive study in teacher effectiveness. College Reading Association, Atlanta, GA.

Rupley, W. H., & Blair, T. R. (1984). Implementing teacher effectiveness research findings in preservice and in-service education program. International Reading Association, Atlanta, GA.

Rupley, W. H. (1983). Validity and reliability of data gathering procedures in reading teacher effectiveness research (Symposium). National Reading Conference, Austin, TX.

Rupley, W. H. (1982). Measurement of instructional effects: Generalizability and facets of instruction (Symposium). National Reading Conference, Clearwater, FL.

Rupley, W. H. (1982). Teacher evaluation procedures: A critique. American Educational Research Association, New York, NY.

Rupley, W. H. (1982). Teacher effectiveness in reading instruction (Symposium). International Reading Association, Chicago, IL.

Rupley, W. H., Nicholas, W. D., & Willson, V. L. (1995). A longitudinal cross-sectional study of the relationship of background knowledge and strategy knowledge on narrative comprehension, integrative comprehension, and expository comprehension in grades 3-6. Society for the Scientific Study of Reading, San Francisco, CA.

Willson, V. L., Rupley, W. H., & Logan, J. W. (1995). A structural equation model for reading comprehension development based on background, phonemic, and structural knowledge. Society for the Scientific Study of Reading, San Francisco, CA.

Willson, V. L., Rupley, W. H., Nicholas, W. D. (1994). Cross-grade structural equation model of background, strategy, and comprehension knowledge development. National Reading Conference, San Diego, CA.

Willson, V. L., & Rupley, W. H. (1994). Item component-based regression modeling of individual: Fit and cross-validation. National Reading Conference, San Diego, CA.

CURRICULUM VITA WILLIAM H. RUPLEY

Rupley, W. H., Willson, V. L., & Jetton, T. L. (1994). Comprehension of narrative/expository texts: Role of content, discourse & strategy knowledge. National Reading Conference, San Diego, CA.

Rupley, W. H., & Willson, V. L. (1993). Cross-grade path analysis of comprehension: Variables contributing to a developmental model. Society for the Scientific Study of Reading. New Orleans, LA.

Nichols, W. D., Rupley, W. H., & Willson, V. L. (1993). Application of Rauding theory to comprehension abilities of elementary-age children. National Reading Conference, Charleston, SC.

Willson, V. L., & Rupley, W. H. (1993). Reading development: Testing the decoding-comprehension interaction hypothesis. Society for the Scientific Study of Reading. New Orleans, LA.

Rupley, W. H., Willson, V. L., Nichols, W. D., & Logan, J. W. (1993). Individual student profiles: Salience of components of word identification and their relationship to comprehension. National Reading Conference, Charleston, SC.

Willson, V. L., Rupley, W. H., & Sadoski, M. (1993). Reading, IQ, and exceptionality: A developmental model. American Educational Research Association Annual Conference, Atlanta, GA.

Cheek, D. H., Rupley, W. H., & Willson, V. L. (1992). The relationship of theoretical orientation toward reading and political attitudes. National Reading Conference, San Antonio, TX.

Rupley, W. H. (1982). Examining the role of the reading specialists: Past, present, and future. College Reading Association, Philadelphia, PA.

Rupley, W. H. (1982). Issues related to preservice and inservice training of reading teachers. International Reading Association, Chicago, IL.

Rupley, W. H. (1981). Specification of instructional practices employed by effective teachers of reading. National Reading Conference, Dallas, Tx.

Rupley, W. H. (1981). Maximizing pupils' engagement in reading instruction. International Reading Association, Caribbean Conference, San Juan, Puerto Rico.

Rupley, W. H. (1981). Developmental and measurement issues in reading classroom observation systems (Symposium organizer & presenter). National Reading Conference, Dallas, TX.

Rupley, W. H. (1981). Managing the reading program: A focus on classroom constraints. College Reading Association, Louisville, KY.

Rupley, W. H. (1981). Perspectives on individual evaluation: Selecting, scoring, and prescribing (Symposium). College Reading Association, Louisville, KY.

Rupley, W. H. (1980). Recent teacher effectiveness research in reading instruction. College Reading Association, Baltimore, MD.

Rupley, W. H. (1980). Practical significance and statistical models in reading research. National Reading Conference, San Antonio, TX.

Rupley, W. H. (1979). A conceptual model for individualizing instruction. Western College Reading Association, Honolulu, HW.

Rupley, W. H. (1978). Stability of teacher effect on pupil's reading achievement over a four-year period and its relation to instructional emphases and practices. National Reading Conference, St. Petersburg, FL.

Rupley, W. H. (1978). Individualizing reading instruction: Improving the effectiveness of the teacher. College Reading Association, Washington, DC.

Rupley, W. H. (1978). The core courses of an undergraduate reading specialization program. The Annual Conference of the International Reading Association, Houston, TX.

Rupley, W. H. (1977). Methodological problems related to identifying the effective reading teacher. National Reading Conference, New Orlean

Rupley, W. H. (1975). Credible variables related to teacher effectiveness in reading instruction. National Council of Teachers of English, San Diego, CA.

Rupley, W. H. (1975). A conceptual research model for identifying effective teachers of reading. College Reading Association, Bethesda, MD.

Rupley, W. H. (1974). Competency based teacher education. Chairperson of IRA/NCTE co-sponsored meeting.

Regional/State

Rupley, W. H. (2001). School University Partnerships: Reciprocal Benefits. Fifth Annual Conference on School-University Partnerships. San Antonio, TX.

Rupley, W. H. (1998). Integrating the TEKS into the Curriculum: Elementary Reading. TEKS Symposium, College of Education, Texas A&M University

Rupley, W. H., Willson, V. L., & Kennemer, C. (1994). Using path analysis to determine components of reading comprehension. Southwest

Educational Research Association, San Antonio, TX

Rupley, W. H., Willson, V. L., & Nichols, W. D. (1994). Knowledge factors and comprehension of informational and narrative texts. Southwest Educational Research Association, San Antonio, TX.

Rupley, W. H., Willson, V. L., & Nichols, D. W. (1993). Application of rauding theory to developmental components of variables associated with comprehension. Southwest Educational Research Association, Austin, TX.

Rupley, W. H., & Willson, V. L. (1992). Developmental components of children's Reading comprehension. Southwest Educational Research Association, Houston, TX.

Willson, V. L., & Rupley, W. H. (1992). Developmental shifts in the contribution of word decoding to reading comprehension. Southwest Educational Research Association, Houston, TX.

Rupley, W. H., Alteri, J., Jetton, T. L., Kennemer, C. O., Willson, V. W., Nicklow, L. L., & Olivarez, A. (1992). Knowledge components of reading development (Symposium). Southwest Educational Research, Houston, TX.

McIver, K. D., Willson, V., & Rupley, W. H. (1991). Structural components of single word decoding. Southwest Educational Research Association, New Orleans, LA.

Rupley, W. H. (1986). Intermediate-level teachers' assignment and supervision of students' seatwork. Southwest Regional International Reading Association, San Antonio, TX.

Rupley, W. H., & Logan, J. W. (1986). Reading teacher trainees: Their knowledge and theoretical orientations to reading. Southwest Regional International Reading Association, San Antonio, TX.

Rupley, W. H., Blair, T. R., & Logan, J. W. (1985). Classroom management of reading groups and seatwork tasks. Southwest Regional International Reading Association, Albuquerque, NM.

Rupley, W. H. (1983). Managing reading instruction to maximize students' engagement. Southwest Regional International Reading Association, Little Rock, AR.

Rupley, W. H. (1983). Effective classroom management in teaching reading. Texas State Council International Reading Association, Houston, TX.

Rupley, W. H. (1981). Reading process variables employed by effective third and sixth grade teachers. Southwest Regional International Reading Association, San Antonio, TX.

Rupley, W. H. (1980). The goal of reading instruction: Comprehension of written language. Southwest Regional International Reading Association, Albuquerque, NM.

Rupley, W. H. (1977). Making motivation an integral part of the reading program. Tenth Annual Texas State Teachers Association Meeting, College Station, TX.

Rupley, W. H. (1976). Back to the basics. 51st Annual Administrative and Instructional Leadership Conference, College Station, TX.

Rupley, W. H. (1976). Effective remediation of reading problems using behavior modification. Texas International Reading Association,

Rupley, W. H. (1974). Characteristics of effective teachers of reading. Regional International Reading Association, St. Louis, MO.

KEYNOTE ADDRESSES AND FEATURED SPEAKER PRESENTATIONS

Rupley, W. H. Keynote Address: Vocabulary: It's still a fir peace down the road. 16th Annual World Congress on Learning Disabilities, Ensuring Quality Education: Research, Practice, Advocacy (November 2007).

Rupley, W. H. (2002). Featured Speaker. Reading Diagnosis and Reading Instruction. Annual Meeting of the Balanced Reading SIG, International Reading Association. San Francisco, CA.

Rupley, W. H. (2001). Featured Speaker. Effective Teaching of Reading in the Elementary Grades. Reaching Readers: Practical Approaches to Classroom Reading. A Conference, Center for the Study of Western Hemispheric Trade, Texas A&M International University Laredo, TX.

Rupley, W. H. (1999). Keynote Address. Conceptualizing Balanced Reading Instruction. Annual Meeting of the Balanced Reading SIG, International Reading Association, Indianapolis, IN.

Rupley, W. H. (1998). Literacy Instruction Through My Eyes as a Parent and as a Reading Professor. Deliberate Dialogues, International Reading Association Annual Conference, Orlando, FL

Rupley, W. H. (1998 April). IRA Statewide Forum Series "Straight Talk About Beginning Reading Instruction." University of Texas, Austin, TX

Rupley, W. H. (1996). Classroom Assessment and Reading Instruction. Northfield Township Staff Development Day, Glenview, IL.

Rupley, W. H. (1993). Reading instruction: Changes and directions for the year

CURRICULUM VITA WILLIAM H. RUPLEY

2000. ARAMCO Schools, Saudi Arabia.

Rupley, W. H. (1992). Cognitive-based literacy assessment: Development and use in a suburban Illinois school district. Illinois Reading Council Annual Conference, Springfield, IL.

Rupley, W. H. (1990). Automaticity and beginning reading instruction. Annual Reading Conference, Texas Southern University, Houston, TX.

Rupley, W. H. (1990). Alternative assessment strategies in reading. Suburban Council, International Reading Association, Cook County, IL.

Rupley, W. H. (1989). Teaching reading comprehension. Annual Special Populations Conference, College Station, TX.

Rupley, W. H. (1989). Effective classroom reading instruction practices. Suburban Council, International Reading Association, Evanston, IL.

Rupley, W. H. (1987). Classroom management and engagement strategies in reading: A practical interpretation. Drury College Reading Symposium, Springfield, MO.

Rupley, W. H. (1987). Reading research colloquium. National College of Education, Evanston, IL.

Rupley, W. H. (1986). Classroom management of the elementary reading program. Annual Dallas Urban Education Conference, Dallas, TX.

Rupley, W. H. (1985). Reading teacher effectiveness research findings: Implications for the classroom. Annual North Texas State Reading Conference, Denton, TX.

Rupley, W. H. (1985). Reading seatwork tasks in the primary grades. Caprock Council of the International Reading Association, Lubbock, TX.

Rupley, W. H. (1985). Application of teacher effectiveness research in the reading classroom. Student International Reading Association, Tyler, TX.

Rupley, W. H. (1982). Utilizing reading teacher effectiveness research finding in classroom reading instruction. College of Education, Louisiana State University, Baton Rouge, LA.

Rupley, W. H. (1982). Teaching reading in the elementary grades. Capital Area Reading Council International Reading Association, Baton Rouge, LA.

Rupley, W. H. (1981). Instructional models and strategies for teaching reading in the elementary grades.   East Baton Rouge Parrish, Baton Rouge, LA.

CONSULTANCIES/STAFF DEVELOPMENT

National/International

McGraw-Hill School Division Social Studies 2003 Program

(2002) Northbrook Public Schools, Northbrook, IL. (1995)

Riverside Publishing Co. (1995 - 1996)

Northbrook Public Schools, Northbrook, IL.

(1994) ARAMCO Schools, Saudi Arabia (1993)

Wheeling School District, Wheeling, IL. (1993)

Chicago Public Schools, Chicago, IL. (1992)

Skokie School District No. 68, Skokie, IL. (1989 to 1992).

Wheeling School District, Wheeling, IL. (1987 to 1989).

Magnolia Independent School District, Magnolia, AR.

(1984).

Louisiana State University, College of Education, Baton Rouge, LA. (1980 to 1982).

Fundamental School Project, East Baton Rouge Parrish, Baton Rouge, LA. (1982).

University of Florida Mainstream Project, University of Florida, Gainesville, FL.

(1980)

State

San Antonio Independent School District (2003-2004)

Somerville Independent School District (2003-2004)

Calvert Independent School District (2001-2002)

University of Texas at Austin (2001, 2002)

Texas Education Agency (2001**)**

Hearne Independent School District (2000 -01)

College Station Independent School District (2000 - 01)

Hearne Independent School District (1999)

Snook Independent School District (1998 – 1999)

Somerville Independent School District (1998 – 1999)

College Station Independent School District (1998-1999)

Mendell Elementary School and McGrill Elementary School, Aldine, TX (1998)

Ozona Public Schools, Ozona, TX (1993 - 1996).

Bryan Independent School District, Bryan, TX (1983, 1984,1996).

College Station Independent School District, College Station, TX (1988, 1996).

Kerrville Independent School District, Kerrville, TX (1988).

Research Consultant, Intervention for student performance in reading education

(InSPIRE). Texas Education Agency, Region 10, Richardson, TX, 1985 to

CURRICULUM VITA WILLIAM H. RUPLEY

1986).

Education Service Center, Region 10, Richardson, TX, (1986).

EXCET Reading Test, Texas Education Association, Austin, TX (1985 to 1987).

Dallas Independent School District, Dallas, TX (1986).

Texas Engineering Experiment Station, Institute for Ventures in New

Technology, Texas A&M University.

GRANT PROPOSALS

Spencer Foundation Preproposal (2017). Adapting reading instruction for success in early elementary grades.

ADAPTIVE READING INSTRUCTION FOR SUCCESS IN EARLY ELEMENTARY (ARISE)
Texas A&M University College of Education and Human Development
Supporting Effective Educator Development (SEED) Program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A.

Translational Application of STEM Research for Transformational Secondary Teaching (TASR). PI with M. Capraro, P. K. Imbrie, S. Nite, T. Hammond, W. Rupley, & L. R. Barroso. Submitted to the National Science Foundation. 2,867,152.00 12/15 (Under Considertion)

Reutzel	IES	Development of the *Assessment of Teachers' Reading Instructional Plans (ATRIP)*: An Assessment of Teachers' Knowledge of Early Reading Instruction	07/01/12 – 06/30/16	Co-PI	10% during 12 calendar months each year
R. Capraro (TAMU)	IES	Fostering Mathematical Success in Diverse Elementary Populations	3/1/12- 2/28/15	Co-PI	20.8% during 12 calendar months each year

 PI William H. Rupley
Co-PI(s) Ronald Zellner & Victor Willson

Name of Grant: Increasing Reading Comprehension for College-level Students:
　　　　Teaching Strategies and Practices for Entry Level Courses
　　　　　　From Beginning Date 4/08 to end date 2/09
　　　　　　Total Amount: $357,796.00 Submitted (Not funded)

PI   Sharon Vaughn, University of Texas
Co-PI(s) William H. Rupley & Deb Simmons
Name of Grant: Examining the Efficacy of Differential Levels of Professional Development for
　　　　　　Teaching Content Area Reading Strategies
From Beginning Date _9/1/08 to End Date 8/31/12 (Submitted)
Total Amount: $1,311,876.00
(a) Indirect Costs .26
(b) Salary Buy Out 0
(c) Summer Pay 21.2%
Primary Focus of Grant: Scale up Research
Number of Full-time Graduate Students supported 3.5

Description of Your Role: Developing assessment instruments, conducting data analyses, writing of reports, and conceptualizing and authoring manuscripts.

PI Scott Slough
Co-PI(s) William H. Rupley and Ronald Zellner
Name of Grant: Project DIPS: Designing Instructional Practices in Science through Purposive Sequencing of Hands On Activities and Using Textbooks and Informational Narrative Texts, IES (NCER-MS G2 0801301)
From Beginning Date (9/1/2008) to End Date (8/31/2011)
Total Amount: $1,358,642 Submitted
Indirect Costs - $249,00
Salary Buy Out -4 months per year for Slough, 3 months per year for Rupley and Zellner, Number of Full-time Graduate Students supported – 3 Description of Your Role: PI and researcher

PI William H. Rupley
Co-PI(s) Scott Slough and Robert Capraro

Name of Grant: Reading to Solve Verbal Problems (RSVP): An Intervention to Translate Text Pattern Cognition in Reading into Solving Mathematical Word Problems Through Recognition, Generation, and Attainment (RGA). IES (NCER – Cognition G2 0900153)

From Beginning Date (9/1/2008) to End Date
8/31/2011 Total Amount: $1,359,213 Submitted
(a) Indirect Costs - $249,122
(b) Salary Buy Out - 3 months per year for Rupley, Slough, and Capraro
(c) Summer Buy Out

Primary Focus of Grant: Research
Number of Full-time Graduate Students supported –
3 Description of Your Role: Co-PI and researcher

Institute of Education Science—Goal 3 Teacher Quality

PI: Sharon Vaughn, University of Texas

Co-PI(s) William H. Rupley & Deb Simmons

Name of Grant: Examining the Efficacy of Differential Levels of Professional

Development for Teaching Content Area Reading Strategies

From Beginning Date 9/1/08 to End Date 8/31/12

Total Amount: **$1,311,876.00 Submitted**

Texas State Higher Education Coordinating Board

PI: William H, Rupley, Texas A&M Uniiversity

Co-PI(s) Ronald Zellner & Victor

Willson

Name of Grant: Increasing Reading Comprehension for College-level Students:

Teaching Strategies and Practices for Entry Level Courses

From Beginning Date 4/08-2/09

CURRICULUM VITA WILLIAM H. RUPLEY

Total Amount: **$357,796.00 Submitted Not Funded**

Co-Principal Investigator (2005-2008). Enhancing the Quality of Expository Text Instruction and Comprehension Through Content and Case Situated Professional Development. Institute of Education Sciences. $1,500,000.00 Funded.

Principal Investigator, (2005-2006). Bridges to Literacy. Verizon Foundation $35,000.00. Funded

Research Team Investigator (2004-2007). Development and Implementation of a Post-Baccalaureate Teacher Training Program. Qatar Foundation $9,000,000.00 (Funded)

Co-Principal Investigator. (2004-2005). Authored Comprehensive School Reform: Improving Teaching and Learning Grant for Calvert Texas ISD. $109,739.00 (Funded)

Co-Principal Investigator. (2004-2005). Authored Texas High School Success and Completion Grant for Calvert Texas ISD. $80,000.00 (Funded)

Principal Investigator. Brighter Horizons in Early Literacy, (2002-2004). Verizon Foundation $40,000.00. (Funded)

Co-Principal Investigator. Integrating Biomedical Environmental Science in Rural 6 – 8 Grades. (2003). National Institute of Health, $2,897,974.00. (Not funded).

Co-Principal Investigator. Combining Verbal and Nonverbal Instructional Strategies to Improve Reading Comprehension in At-Risk Children. (2003). United States Department of Education, Institute of Education Sciences. (Not funded).

Co-Principal Investigator. Development of Climate Forecasts Decision Making Teaching Materials for Middle School Teachers and Students. (2003-2004). National Oceanographic and Atmospheric Agency, $229,874.00 (Funded).

Co-Principal Investigator. Ninth Grade Success Initiative, Cycle 4. (2003-2004). Texas Education Agency. $81,770.00, (Funded).

Co-Principal Investigator. Even Start Family Literacy Program Hearne ISD. (2002-2003). Texas Education Agency, $177,700.00, (Funded).

Co-Principal Investigator. Texas 21st Century Community Learning Centers, Cycle 1. Hearne ISD (2003). Texas Education Agency, $221,000.00, (Not Funded).

Principal Investigator. Brighter Horizons: in Early Literacy. Verizon Foundation. Funded for 2001-2003 ($200,000.00).

Principal Investigator. Authored Academics 2000 Reading Initiative Grant for Calvert Texas ISD. Funded for 2001-2002 ($154,000.00)

CURRICULUM VITA WILLIAM H. RUPLEY

Principal Investigator. Authored Academics 2000 Reading Grant for Hearne Texas ISD. Funded for 2000-2001 ($166,823.00)

Principal Investigator. Authored Academics 2000 Reading Grant Renewal for Southwood Valley Elementary School and Rock Prairie Elementary School, College Station, Texas ISD. Funded for 1999 - 2000 ($45,000.00)

Principal Investigator. Authored Academics 2000 Reading Grant Renewal for Southwood Valley Elementary School and Rock Prairie Elementary School, College Station, Texas ISD. Funded for 1998-1999 ($65,000.00)

Principal Investigator. Authored Academics 2000 Reading Grant for Hearne Texas ISD. Funded for 1999-2000 ($135,000.00)

Principal Investigator. Authored Academics 2000 Reading Grant Renewal for Southwood Valley Elementary School and Rock Prairie Elementary School, College Station, Texas ISD. Funded for 1998-1999 ($105,000.00)

Principal Investigator. Authored Continuation for the Reading Academy Grant for Somerville Elementary School, Somerville, Texas ISD and Snook Elementary School, Snook, Texas ISD. Funded for 1999-2000 ($115,000.00))

Principal Investigator. Authored Reading Academy Grant for Somerville Elementary School, Somerville, Texas ISD and Snook Elementary School, Snook, Texas ISD. Funded for 1998-1999 ($219,670.00)

Principal Investigator. Authored Academics 2000 Reading Grant for Southwood Valley Elementary School and Rock Prairie Elementary School, College Station, Texas ISD. Funded for 1998-1999 ($143,998.00)

Principal Investigator. Authored Renewal for Goals 2000 Grant for Bryan, Texas

Principal Investigator. Authored Goals 2000 Grant for Bryan, Texas ISD. Funded for 1996 -1997 ($150,000.00).

Principal Investigator. Authored Academics 2000 Grant for Somerville, Texas ISD ($131,000.00) (Not funded)

Principal Investigator. Reading and *Language Arts* Center for Educator Development. Texas Education Agency ($1,350,000.00).   (Not funded)

Principal Investigator. Evaluation of Texas Partnership Schools. Texas Education Agency. (Not funded)

Principal Investigator. Researcher in residence: Creating conditions for improvement in the practice of schooling. Scholarly and Creative Programs,

TAMU. (Not funded)

Principal Investigator. Using telecommunications to support school
restructuring. Southwestern Bell Foundation ($10,000.00)

Principal Investigator. Use of microcomputers to enhance preservice teachers'
reading diagnostic skills. ($1,000.00)

Principal Investigator. Reliability and validity issues related to reading classroom
observation systems. ($1,000.00)

Principal Investigator. (1980). Field-based inquiry into elementary teachers use of
reading Instructional strategies. ($1,000.00)

Principal Investigator. (1980). Instructional process variables associated with effective
teaching of elementary reading. ($1,000.00)

COURSES TAUGHT

Undergraduate Level

Reading in the Elementary School. Recent trends, issues, materials and
procedures considered essential for effective teaching of reading, i.e., comprehension,
word recognition, motivation, strategic reading, prior knowledge, etc.

Principles and Practices of Teaching Reading. Study and evaluation of the theories and
research bases of the techniques, strategies, and procedures associated with effective reading
instruction in the elementary grades.

Assessment in Reading Instruction. Evaluation, use, and interpretation of commonly
used assessment instruments in reading instruction, i.e., informal reading inventory, portfolios,
norm- referenced tests, and criterion-referenced tests.

Graduate Level

Reading Diagnosis. Appraisal and diagnosis of reading problems; practicum in
administration and interpretation of informal reading inventories, standardized tests, and
informal assessment strategies.

Reading Research and Trends. Exploration of recent research in reading. Identification
of trends and patterns in issues attached, research designs employed and consistant findings.
Generation of new research hypotheses and guidelines for improving practice.

Clinic Teaching in Reading. Practicum in recognition, diagnosis, remediation/correction
of reading/text processing/study strategies.

Foundations of Reading Instruction. Psychological, linguistic, and cognitive factors related to reading performance; implications for content and teaching methods, appraisal of current research and related readings.

Developmental Reading in the Elementary School. Methods and materials of reading instruction in the elementary grades; past, present, and emerging programs; organization and administration of programs and classroom management; teaching reading diverse learners; and issues in reading.

STEM Literacy. Examination, analyses, and application of the role that STEM disciplinary language and reading play in STEM instruction at the middle and high school levels. Primary focus is on the evolution of STEM disciplinary language and literacies. Topics of interest are STEM - vocabulary, STEM fluency, factors influencing STEM comprehension, STEM language structure, writing to integrate evaluate, and assimilate STEM knowledge.