

BIOGRAPHICAL DATA SHEET**WILLIAM H. RUPLEY**

2015

Professor, Educational Curriculum and Instruction

Distinguished Research Fellow

College of Education

Texas A&M University

College Station, TX 77843

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PROFESSIONAL INTERESTS

Teacher effectiveness in reading Instruction, Reading acquisition and development, cognition, reading assessment, vocabulary, reading in science and mathematics, 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 presentAssociate Professor, Educational Curriculum and Instruction, Texas A&M
University, 1979-1984Assistant 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, 1972-1975

Nongraded 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 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 Reading Association, National Reading Conference, College

Reading Association, American Educational Research Association, Society for the Scientific Study of Reading (Charter Member)

HONORS, AWARDS, AND LISTINGS

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

The A.B. Herr Award is an international award presented annually to a professional educator for distinguished research and service in reading.

Routledge Education Class of 2010 most downloaded research articles: Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009) Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25:125–138.

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

Named 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 for Contributions to Reading, Texas Southern University, 1990

COMMITTEE MEMBERSHIPS AND PROFESSIONAL ASSOCIATION ACTIVITIES

Texas A&M University

Office of Graduate and Professional Studies reviewer of the 2014 Merit and Diversity Fellowship nominations.

Co-chairperson of TLAC Committee to Revise Merit Evaluation System (2011-2013)

Member of the Executive Ed. D. Steering Committee, TLAC, (2013 – present)

Member of the search committee for a senior strategic hire in "Cyberlearning & STEM". TLAC (2012-2014)

University Reviewer of 2011 Merit Fellowship Nominations.

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). TLAC, College of Education and Human
Development.

Member, TLAC Strategic Plan Development Committee, 2002-2003.

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

Elected Member of the Causey Award Committee, Literacy Research Conference
 (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)

Guest Editorial Reviewer for School Psychology Quarterly (2004)

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 Quarterly*, 1989-present

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* (2014-15)
- Editorial Board Member, *Eurasia J Math, Sci & Tech Ed* (2014-15)
- Editorial Board Member, *IRODAL International Review of Research in Open and Distance Learning* (2014-15)
- Editorial Board Member, *The Yearbook of the Annual Meeting of the Literacy Research Association* (2011)
- 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).
- Executive Editor, *Reading Psychology: An International Journal*, 1989-present.
- Guest Member of the Editorial Review Board, *The Reading Teacher* (2006-present).
- Member Editorial Review Board for *Literacy Research and Instruction* (2004-present).
- Guest Reviewer: *Teaching, Learning, and Human Development*, AERA (2006)
- Editorial Advisory Board, *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).
- 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 *Yearbook of the National Reading Conference* (2002). 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

Editorial Board Member *Yearbook of the National Reading Conference*, National

Editorial Board Member *Reading Research and Instruction*, College Reading Association, 2000

Editorial Board Member *Yearbook of the National Reading Conference*, National Reading Conference, Chicago, IL 2000

Editorial Board Member *Scientific Studies of Reading*. The official journal of the Society for the Scientific Study of Reading 1999

Reviewer (1998) *Literacy For All: Issues in Teaching and Learning* by Fran Lehr and Jean Osborn, Guilford Publications, Inc.

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

AERA 2012 Annual Meeting Reviewer Invitation (*Reading*)

Reviewer of proposal Literacy Research Association Annual Conference (2011)

International Reading Association Annual Convention, 2002, 2003, 2004, 2005, 2006, 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
- Heilman, A. J., Blair, T. R., & Rupley, W. H. (2002). *Principles and practices of teaching reading (10^h ed.)*. Columbus, OH: Merrill
- 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-Littel.
- 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 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. (In Press). Using Alternative Texts to develop Fluency for Struggling Readers. (IRA Book Chapter)
- Rupley, W. H., Nichols, W. D., & Mras, M. (In press). Words are everywhere: Supporting Struggling Readers' Word Knowledge. In *Supporting Struggling Readers: Reading and Strategy Use*. Barbara Walker, Ed. Christopher-Gordon Publishers.
- Willson, V. L., & Rupley, W. H. (2013). Design for Learning Disabilities Experimental and Quasi-Experimental Research. Chapter 31 (p. 593 - 607). Edited by H. Lee Swanson, Karen R. Harris, and Steve Graham
- 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 revisited*. 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*, August, 1978.

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 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*. Selected for referencing in *Language and Language Behavior Abstracts*, (May, 1975).
- 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

- Bevly, H. D. & Rupley, W. H. (In press). Technology in Education, Fast, Furious, and Fruitful. *EdTechnology Ideas*.
- Rasinski, T., Nichols, W. D., & Rupley, W. H. (In Press). Using Alternative Text Types to Improve Fluency for Struggling Readers. *Reading Horizons*.
- Slough, S. & Rupley, W. (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
Multi-disciplinary, enhances diversity or enhanced internationalization
- 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.

- Hairell, 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.
- Rupley, W. H. (2010). An introduction to linking reading and science: Focusing on a broader bases of understanding. *Reading Psychology: An International Journal*, 31 (3), 203-205
- Rupley, W. H. (2011). Research on Teacher Quality: Improving Reading and Writing Instruction. *Reading & Writing Quarterly* 27, (3) 179-182.
- Rupley, W. H. (2011). Research on Teacher Quality: Improving Reading and Writing Instruction. *Reading and Writing Quarterly*.
- Hairrell, A., Rupley, W. H., Edmonds, M. Larson, R. Simmons, D., Willson, V.L., Byrns, G., & Vaughn, S. (2011). Examining the impact of teacher quality on fourth-grade students' comprehension and content-area achievement. *Reading and Writing Quarterly*.
- Simmons, D., Hairrell, A., Edmonds, M., Vaughn, S., Larsen, R., Willson, V., Rupley, W., & Byrns, G. (2011). A comparison of multiple-strategy methods: Effects on fourth-grade students' general and content-specific reading comprehension and vocabulary development. *Journal of Research on Educational Effectiveness*.
- Rupley, W. H. (2010). An introduction to linking reading and science: Focusing on a broader bases of understanding. *Reading Psychology: An International Journal*.
- Rupley, W. H., & Slough, S. W. (2010). Building prior knowledge and vocabulary in science in the intermediate grades: Creating hooks for learning. *Literacy Research and Instruction*, 49, 99-112.
- Slough, S. W., & Rupley, W. H. (2010). Recreating a recipe for science instructional programs: Adding learning progressions, scaffolding, and

a dash of reading variety. *School Science and Mathematics Journal*, 110, 352-362.

- Rupley, W. H. (2009). Direct instruction in reading for the struggling reader: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. *Reading & Writing Quarterly*.
- Rupley, W. H., & Nichols, W. D. (2009). Matching Instructional Design with Vocabulary Instruction. *Reading Horizons*.
- Nichols, W. D., Rupley, W. H., & Rasinski, T. (2009). Fluency in learning to read for meaning: Going Beyond Repeated Readings. *Literacy Research and Instruction*, 48: 1-13.
- Rasinski, T., Rupley, W. H., & Nichols, W. D. (2008). Synergistic phonics and fluency instruction: The magic of rhyming poetry! *New England Reading Association Journal*, 44 (1), 9-15
- Rupley, W. H., Nichols, W. D., Blair, T. R., & Wood, K. D. (2008). Vocabulary for linguistically diverse learners. *Middle School Journal*.
- Rupley, W. H., Blair, T. R., & Nichols, W. D. (2008). Language and culture: Where have they gone in reading instruction? *The Teacher Educator*, 43 (3),
- Nichols, W. D., Rupley, W. H., Rickleman, R., & Young, C. S. (2008). Understanding and Applying Reading Instructional Strategies: Implications for Professional Development in the Middle Schools. *Annual Yearbook of the College Reading Association*.
- Rupley, W. H. & Blair, T. R. & Nichols, W. D. (2008). Direct Instruction in teaching reading to struggling readers. *Reading and Writing Quarterly*
- Rasinski, T., Rupley, W.H., & Nichols, W. (2008, November). Two essential ingredients: Phonics and fluency getting to know each other. *The Reading Teacher*, 62 (3), 257–260.
- Rupley, W. H., Nichols, W. D., & Rasinski T. V. (2008). Integrating phonics and fluency in a balanced reading program. *Journal of Balanced Reading Instruction*, 16 (1) 1-10.
- Joshi, R. M., Aaron, P.G., Hill, N., Ocker-Dean, E., Boulware-Gooden, R., Rupley, W.H. (2008). Drop everything and write (DEAW): An innovative program that improves literacy skills. *Learning Inquiry*, 2, 1-12.

- Rupley, W. H. Guest Editor *Reading & Writing Quarterly*. (2007). Direct Instruction in Reading for the Struggling Reader: Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension Taylor & Francis Inc.
- Rupley, W. H. (2007). An introduction to middle school reading instruction. *Reading Psychology, 28*, No. 1, pp. 1-4.
- Kaplan, D. S., Rupley, W. H., Sparks, J., & Holcomb, A. (2007). Comparing traditional journal writing with journal writing shared over e-mail list serves as tools for facilitating reflective thinking: A study of preservice
- Blair, T. R., Rupley, W. H., and Nichols, W. D. (2007) The effective teacher of reading: Considering the “what” and “how” of instruction. *The Reading Teacher, 60* (5), 432-438.
- Nichols, W. D., Wilkins, J. L. M., Rupley, W. H., Helfeldt, J. Young, C.A., & O’Conner, C. R. (2006). Examining Elementary and Middle School Teachers’ Beliefs and Instructional Practices Related to Reading. *Journal of Balanced Reading Instruction, 13*, 37-78
- Rupley, W. H. (2006). Reading and Mathematics: Introduction. *Reading Psychology: An International Journal, Special Issue on Reading and Mathematics, 27*: 87-89.
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PRESENTATIONS

National/International

- Godwin, A. J., Rupley, W. H., Capraro, R. M., & Capraro, M. M. (2013, December). A novel approach to STEM. Accepted for presentation at the annual conference of the American Reading Forum, Sanibel Island, FL.
- Slough, S.S., Rupley, W. H. (2013, March) Development of a research agenda to study the next generation of e-textbooks in science SITE Conference, New Orleans, Louisiana.

- Nichols, W. D., & Rupley, W. H. (May, 2011). Why poetry to teach phonics? Institute 13: Teaching Reading Through Poetry: The Phonics, Fluency, Comprehension, and Motivation Connection. Paper presented at the annual meeting of the International Reading Association in Orlando, Florida.
- Vaughn, S., Hairrell, A., Edmonds, M., Swanson, E., Simmons, D., Larsen, R., Rupley, W., & Willson, V. (2009, June). *The effects of a parsimonious vocabulary and comprehension intervention on content and reading achievement*. Poster session presented at the annual Institute of Education Sciences Conference, Washington, D C.
- Hairrell, A., Simmons, D., & Rupley, W. (2009, April). The state of the vocabulary research: A systematic literature review of research from 1998-2007. Paper presented at American Education Research Association, San Diego, CA.
- Hairrell, A., Vaughn, S., Edmonds, M., Swanson, E., Simmons, D., Larsen, R., Rupley, W., & Willson, V. (2009, March). *The effects of a parsimonious vocabulary and comprehension intervention on content and reading achievement*. Presented at the Society for Research on Educational Effectiveness, Crystal City, VA.
- Hairrell A., Byrns, G., Simmons, D. C., W. H. Rupley, Vaughn, S., Willson, V. R., Zellner, R., Edmonds, M., & Swanson, E. (2008). The Impact of Case Situated Professional Development on Teachers' Knowledge, Use, and Quality of Integrating Comprehension and Vocabulary Strategies in Social Studies Instruction. Institute of Educational Science.
- Simmons, D., Vaughn, S., Rupley, W., Willson, V., Hairrell, A., Byrns, G., Kocian, B., & Swanson, E. (2008, March). Enhancing teachers' knowledge and use of vocabulary and comprehension strategies: A professional development model . Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- Rupley, W. H., Hairell, A. (2008) An Investigation of Content Area Vocabulary Instruction: What Strategies Do Fourth Grade Social Studies Teachers Use? Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.

- Nichols, W. D., Rickelman, R., Smith, M., Wood, K., Taylor, B.,
 Leu, D. J., Lentini, A. R., Sargent, S., Orthenburger, R., Rasinski, T.,
 Walker, B., Schwarz, G., Rupley, W. H., Blanton, W. E., O'Brien, D. G.,
 Mokhtari, K., Young, C. A., Martin, S., Martin, M. A., Statt, K.,
 Edwards, A. T., Hill-Miller, P., Vintinner, J., Soares, L., & Watson, P.
 Using Alternative Text Types to Develop Critical Thinking
 and Engagement for "Struggling" Adolescent Learners. Pre Conference
 Institute presented at the International Reading Association Annual
 Conference, Toronto, Canada. (May, 2007).
- Nichols, W. D, Mras, M., & Rupley, W. H. (2006). Supporting Struggling Readers Using Books and
 Basals. Paper presented at the International Reading Association Preconference
 Institute. San Antonio TX.
- Nichols, W. D., Young, C., Rupley, W. H. & Rickelman, R. (2005). Exploring
 the Effects of "Professional Development" in the Area of Improving
 Middle School Teachers and Students Application of Literacy
 Strategies. Annual Meeting of the College Reading Association.
- Nichols, W. D., Blair, T. R., & Rupley, W. H. (2005). Preconvention Institute #16:
 Reconceptualizing Phonics Instruction from a Constructivist View--Using
 Poetry to Develop Orthography, Automaticity and Prosody. International
 Reading Association Annual Conference, San Antonio, TX.
- Rupley, W. H., Mergen, S. L. & Willson, V. L. (2005). Reliability and Validity of
 Elementary Teachers' Self-reports of their use of reading instruction
 strategies. Paper presented at the Annual Meeting of the Society for the
 Scientific Study of Reading, Toronto Canada.
- Childes, K. M., Kennedy, C. A. , Fournier, C. J., Newton, K. M.,
 Curran, E., Team, C., Rupley, W. H., & Erwin, B. (2004). Early Literacy:
 What Are the Skills of Very Young Children? Paper presented at the
 National Association of School Psychologist, Dallas, TX.
- Nichols, W. D., O'Connor, R., Wilkins, J. L., & Rupley, W., H. (October,2003). Examining Elementary
 and Middle School Teachers' Beliefs and Instructional Practices. Paper presented at
 the College Reading Association, Corpus Christi, TX.
- Rupley, W. H., Nichols, W. D., Erwin, B., Jones, A., & Fournier, C. (2003). Enhancing the Language
 and Literacy Development of the One Month to Five Year Old Children Who Attend
 Private Day Care Centers (Supported by a Grant from the Verizon Foundation).
 Paper presented at the College Reading Association, Corpus Christi, TX.
- Rupley, W. H. (2002). Chair/Discussant, Implementation and Evaluation of Effective Reading
 Instruction. National Reading Conference, Miami, FL.

- Rupley, W. H. (2002). Writing About Research: Advice from Editors. National Reading Conference, Miami, FL.
- Nichols, W. D. & Rupley, W. H. (2002). Using Teacher Directed Vocabulary Instruction to Enhance Learning. College Reading Association, Philadelphia, PA.
- Rupley, W. H. (2001). Writing About Research: Advice from Editors. Annual Meeting of the National Reading Conference, San Antonio, TX.
- Willson, V. L., Rupley, W. H., Joshi, Malatesha R., & Zellner, R. D. (2001) Kindergarten-Grade 1 Reading Development in Rural-Poor and Metropolitan Semi affluent School Districts. 2001 Annual Meeting of the Society for the Scientific Study of Reading, Bolder, CO.
- Willson, V. L., Rupley W. H., & Brossart, D. F.. (2000). Nomographic versus Ideographic Modeling of Reading Development in Children: Issues and Recommendations. Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Nichols, W. D., Rickelman, R. Rupley, W. H., Walker, B. (2000). Examining Trends among Elementary Students' Reading Case Studies: Searching for Patterns. Annual Meeting of the College Reading Association. St. Petersburg, FL.
- Rupley, W. H. (2000). Chair, Planning, Implementing, and Evaluating Professional Development Activities in Reading. 18th World Congress on Reading, Auckland, New Zealand.
- Rupley, W. H. (2000). Evaluating Professional Development Activities in Reading: Focus on Teachers and Students, 18th World Congress on Reading, Auckland, New Zealand.
- Willson, V. L., Rupley W. H., & Mergen, S. (1999). Instructional Practices that Produce Gains in Reading Performance. Annual Meeting of the National Reading Conference, Orlando, FL.
- Rupley, W. H. Beginning Teachers of Reading: Transitions from the University to the Classroom, Chair. (1999). Annual Meeting of the National Reading Conference, Nichols, W. D., & Rupley, W. H. & Rickelman, R. (1999). Enhancing Phonemic Awareness in Kindergarten Teachers and Their Students, Annual Meeting of the College Reading Association, Hilton Head Island, SC.
- Dillner, M., & Rupley, W. H. (1999). Publish or Perish is Not Just for Professors. Annual Meeting of the International Reading Association, San Diego, CA.
- Rupley, W. H. Discussant. (1999). Family Influences, Schooling, and Individual Factors in Literacy Development. Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Willson, V. L., Rupley, W. H., Mergen, S., Rodriguez, M., and Kim, Y (1999). Teachers' Use of Strategies for Reading Instruction and Student Reading Outcome. Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada

- Rodriguez, M., Willson, V. L., Rupley, W. H., & Mergen, S. L. (1998).
Developing Spanish Versions of CBLA-R: A Case History. National Reading Conference, Austin, TX.
- Rupley, W. H. (1998). Symposium Organizer.
Classroom Instructional Practices, Teacher Characteristics, and Students' Reading Performance. National Reading Conference, Austin, TX.
Chair, Mark Sadoski, Texas A&M University, Discussant James Hoffman, University of Texas at Austin
Speakers, Victor Willson, Texas A&M University and William D. Nichols, University of North Carolina at Charlotte, Teacher's Strategy Use in Teaching and Students' Reading Performance;
William H. Rupley and John W. Logan, Use of Reading Instructional Practices and their Effects on Strategy Use
Sandy Mergen and Maximo Rodriguez, Texas A&M University, Teachers Reading Grouping Practices and Students' Performance in Reading;
Luanna Zellner, Texas A&M University, Profiles of Teachers Strategic Reading Instruction
- Nichols, W. D., & Rupley, W. H. (1998). Training Middle School Teachers at a Management School to Implement Reading Instructional Strategies. Annual Meeting of the College Reading Association, Myrtle Beach, SC
- Rupley, W. H., & Nichols, W. D. (1998). Embracing Cultural and Linguistic Diversity: Culturally Responsive Reading Instruction. 17th World Congress on Reading, The International Reading Association. Ocho Rios, Jamaica.
- Rupley, W. H. (1998). Correlating Teachers' Instructional Needs With Reading Achievement of Students. International Reading Association Annual Conference, Orlando, FL (One of sixty presentations selected for audio taping and making available to IRA's members).
- Rupley, W. H. (1998). Discussant. Cyber Writers Wanted: Learn How You Can Contribute Articles to Reading Online, IRA's Electronic Journal. International Reading Association Annual Conference, Orlando, FL
- Rupley, W. H., Willson, V. L., & Nichols, W. D. (1998).). Exploration of the developmental components contributing to elementary school children's reading comprehension. Society for the Scientific Study of Reading, San Diego, CA

- Rupley, W. H., Rodriguez M. S., Willson V. L., Clark, F. E., Hall, R. J., Ip, C. F., & Mergen, S. L.. (1997),. Effects of structural features on word recognition by Hispanic and non-Hispanic second graders. National Reading Conference, Scottsdale, AZ.
- Nichols, W. D., & Rupley, W. H. (1997). Training Elementary Teachers to Implement Reading Strategies in the Teaching of Science Content.. College Reading Association, Cortland, Boston, MA
- Rupley, W. H. (1997). Correlating K-8 classroom instructional to student reading achievement. International Reading Association, Atlanta, GA.
- Nichols, W. D., Rupley, W. H., & Willson, V. L. (1997). A longitudinal cross-sectional comparison examining the relationship of decoding, conceptual knowledge, and strategic knowledge to reading comprehension for readers in grades 4 and 5.
- Rupley, W. H., & Willson, V. L. (1996). Background and strategy knowledge: Contributions to elementary students' comprehension of narrative and expository text. National Reading Conference, Charleston, SC.
- comparison examining the relationship between the phases of word recognition, conceptual knowledge, and strategic knowledge to reading comprehension for readers in grades two and three. National Reading Conference, Charleston, SC.
- Willson, V. L., Rupley, W. H., Rodrogez, M., & Mergen, S. (1996). Modeling individual performance in word identification. National Reading Conference, Charleston, SC.
- Rupley, W. H., Willson, V. L., Mergen, S., & Rodriguez, M. (1996). Effects of structural features of words in predicting word recognition and comprehension performance. Society for the Scientific Study of Reading, New York, NY.
- Willson, V. L., Rupley, W. H., Rodriguez, M., & Mergen, S. (1996). The relationships among orthographic components of word recognition and spelling for grades 1-6. Society for the Scientific Study of Reading, New York, NY.
- 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 the developmental components of children's 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 and expository texts: The role of content, discourse and 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.

- Willson, V. L., Rupley, W. H., & Sadoski, M. (1992). Reading, IQ, and exceptionalism: Removing IQ from the developmental model. National Reading Conference, San Antonio, TX.
- Kenner, C., Willson, V. L., & Rupley, W. H. (1992). Cross grade path analysis of components of reading comprehension. National Reading Conference, San Antonio, TX.
- Anderson, D., Willson, V. L., & Rupley, W. H. (1992). Exploring the role of illustrations in children's responses to literature. National Reading Conference, San Antonio, TX.
- Rupley, W. H., Willson, V. L., & Logan, J. W. (1992). Relationships between content, topical, and word knowledge in comprehension of narrative and expository text. National Reading Conference, San Antonio, TX.
- Willson, V. L., Rupley, W. H., & Miller, R. (1992) Phonological and orthographic processors in word identification: Errors, structure and relationship to word identification. National Reading Conference, San Antonio, TX.
- Rupley, W. H., & Logan, J. W. (1992). Importance of prior knowledge and vocabulary in processing and synthesizing text. American Educational Research Association, San Francisco, CA.
- Kenner, C. O., & Rupley, W. H. (1992). Domain and content specific differences in elementary students' comprehension of narrative and expository text. American Educational Research Association, San Francisco, CA.
- W. H., Willson, V. L., & Logan, J. W. (1992). Contributions of phonemic knowledge, prior knowledge and listening comprehension to elementary-age children's reading comprehension. American Educational Research Association, San Francisco, CA.
- Willson, V. L., & Rupley, W. H. (1992). A within-person linear logistic model for cognitive response. American Educational Research Association, San Francisco, CA.
- Rupley, W. H. (1991). Facilitator: Word reading and spelling practice intertwined: Do beginners benefit? National Reading Conference, Palm Springs, CA.
- Rupley, W. H., & Willson, V. (1991). The 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). Preinteractive 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 inservice 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. (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 Orleans, LA.

- Rupley, W. H. (1977). A change strategy for increasing teacher effectiveness in reading instruction. College Reading Association, Cincinnati, OH.
- Rupley, W. H. (1976). Stability of teacher effectiveness and instructional emphases on elementary reading instruction over a two year period and their relation to pupil's reading achievement. National Reading Conference, Atlanta, GA.
- Rupley, W. H. (1976). Identifying the effective reading teacher: Considerations for teacher and researcher. National Council of Teachers of English, Chicago, IL.
- 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. International Reading Association, New Orleans, LA.

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 reading 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.
- Mclver, 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, San Antonio, TX.
- 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
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 Northeast Independent School District (2004)
Calvert 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
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

GRANT PROPOSALS

Reutzel	IES	Development of the <i>Assessment of Teachers' Reading Instructional Plans (ATRIP): An Assessment of Teachers' Knowledge of Early Reading Instruction</i>	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 Purposeful 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
(a) Indirect Costs - \$249,004

(b) Salary Buy Out -4 months per year for Slough, 3 months per year for Rupley and Zellner, 1 month per year for Willson

(c) Summer Pay

Primary Focus of Grant: Research

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 Pay

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 University

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

Total Amount: **\$357,796.00 Submitted**

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)

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
ISD. Funded for 1997-1998 (\$105,000.00).

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 consistent findings. Generation of new research hypotheses and guidelines for improving current 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.