

## VITA

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## EDUCATION

**Doctor of Philosophy in Education**, December 2005  
University of Texas at Austin, Austin, TX  
Major: Special Education  
Emphasis: Learning Disabilities and Behavior Disorders

**Master of Science in Education**, May 2000  
Northern Illinois University, DeKalb, IL  
Major: Special Education  
Emphasis: Learning Disabilities

**Bachelor of Science in Education**, December 1995  
Northern Illinois University, DeKalb, IL  
Major: Special Education  
Emphasis: High Incidence Disabilities

**Bachelor of Science in Education**, December 1995  
Northern Illinois University, DeKalb, IL  
Major: Elementary Education  
Emphasis: Math

## PROFESSIONAL EXPERIENCE

**Assistant Professor**, College of Education, Florida State University, Tallahassee, FL, August 2007-present.

**Research Faculty**, Florida Center for Reading Research, Tallahassee, FL, August 2007-present.

**Research Associate**, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin, Austin, TX, September 2005-August 2007.

**Instructor**, College of Education, University of Texas at Austin, Austin, TX, Fall 2002, Spring 2003, Spring 2006.

**Research Assistant**, University of Texas at Austin, Austin, TX, Fall 2001-August 2005.

**Editorial Assistant**, Journal of Learning Disabilities, Fall 2003-January 2004.

**Second Grade Teacher**, James R. Wood Elementary School, Somonauk, IL, August 1998-2001.

**Second and Third Grade Special Education Teacher**, Woodbury Elementary School, Sandwich, IL, January 1996-August 1998.

## PUBLICATIONS

### *Peer-Reviewed Journals*

Chard, D., Stoolmiller, M., Harn, B. A., Wanzek, J., Vaughn, S., & Linan-Thompson, S., Kame'enui, E. J. (in press). Predicting reading success in a multi-level school-wide reading model: A retrospective analysis. *Journal of Learning Disabilities*.

Wanzek, J., & Vaughn, S. (in press). Research-based implications from extensive early reading interventions. *School Psychology Review*.

Wanzek, J., & Vaughn, S. (in press). Response to varying amounts of time in reading intervention for students demonstrating insufficient response to intervention. *Journal of Learning Disabilities*.

Wanzek, J., Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M. E., & Kim, A. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities*, 39, 528-543.

Wanzek, J., Vaughn, S., Kim, A., & Cavanaugh, C. L. (2006). The effects of reading interventions on social outcomes for elementary students with reading difficulties: A synthesis. *Reading and Writing Quarterly*, 22, 121-138.

Cavanaugh, C. L., Kim, A., Wanzek, J., & Vaughn, S. (2004). Kindergarten reading intervention for at-risk students: Twenty years of research. *Learning Disabilities: A Contemporary Journal*, 2 (1), 9-21.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). A synthesis of research on graphic organizers and their effect on reading comprehension for students with learning disabilities. *Journal of Learning Disabilities*, 37, 105-118.

Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing. *Teaching Exceptional Children*, 36(1), 32-38.

Wanzek, J., Bursuck, W., & Dickson, S. V. (2003). Evaluating the suitability of phonological awareness programs for children who are at risk. *Teaching Exceptional Children*, 35(4), 28-34.

Wanzek, J., Dickson, S. V., Bursuck, W., & White, J. M. (2000). Teaching phonological awareness to students at-risk for reading failure: An analysis of four instructional programs. *Learning Disabilities Research and Practice, 15*, 226-239.

### **Books, Book Chapters, and Reports**

Hjelm, J., Wanzek, J., & Vaughn, S. (in press). Preventing and remediating reading difficulties for elementary and secondary students. In G. D. Sideridis & T. A. Citro (Eds.), *Best practices in learning disabilities: Volume 2*.

Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007). *Extensive reading interventions in grades k-3: From research to practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Vaughn, S., Wanzek, J., & Fletcher, J. M. (2007). Multiple tiers of intervention: A framework for prevention and identification of students with reading/learning disabilities. In B. M. Taylor & J. E. Ysseldyke (Eds.), *Effective instruction for struggling readers, K-6* (pp 173-195). New York: Teacher's College Press.

Vaughn, S., Wanzek, J., Linan-Thompson, S., & Murray, C. (2007). Monitoring response to intervention for students at-risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp 234-243). Springer Science: New York.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. H. Haager, S. Vaughn, & J. K. Klingner (Eds), *Evidence-based reading practices for response to intervention* (pp. 11-27). Baltimore, MD: Brookes.

Vaughn, S., Wanzek, J., & Denton, C. A. (2007). Teaching elementary students who experience difficulties in learning. In L. Florian (Ed.), *Handbook of Special Education* (pp. 360-377). Thousand Oaks, CA: Sage.

Wanzek, J., & Vaughn, S. (2006). Bridging the research to practice gap: Maintaining the consistent implementation of research-based practices. In B. Cook & B. Schirmer (Eds), *What is special about special education? Examining the role of evidence-based practices* (pp. 165-174). Austin, TX: PRO-ED.

## **PRESENTATIONS**

Roberts, G., Gersten, R., Mellard, D. G., Fletcher, J. M., & Wanzek, J. (March, 2007). Response to intervention: Research, policy, and implementation. Symposium at the annual meeting of National Association of School Psychologists, New York City, NY.

Wanzek, J., Chard, D., Harn, B., & Linan-Thompson, S. (March, 2007). Student response within RTI models: Identification and service delivery. Symposium at the annual meeting of National Association of School Psychologists, New York City, NY.

- Wanzek, J. (February, 2007). Intensive reading interventions: Research-based implications. Poster session at the Pacific Coast Research Conference, Coronado, CA.
- Glover, T., Wanzek, J., Vaughn, S., Shinn, M. R., VanDerHeyden, A. M., & Diperna, J. (2006, March). Multi-tiered service delivery and response to intervention. Symposium at the annual meeting of National Association of School Psychologists, Anaheim, CA.
- Wanzek, J. (2006, February). Response to varying amounts of time in reading intervention for students demonstrating insufficient response to intervention. Poster session at the Pacific Coast Research Conference, Coronado, CA.
- Vaughn, S., & Wanzek, J. (2005, October). *Education for students with reading/learning disabilities: What makes it special*. Presentation at the Guy Bond Memorial Conference on Reading, Minneapolis, MN.
- Wanzek, J. (2005, July). *Selecting and adopting effective supplemental and intervention beginning reading programs*. Presentation at the annual National Reading First Conference, New Orleans, LA.
- Thompson, S., Wanzek, J., & Hjelm, J. (2005, April). *Implementing 3 tier reading instruction: What and how*. Presentation at the annual meeting of Council for Exceptional Children, Baltimore, MD.
- Wanzek, J., Wexler, J., Edmonds, M. E., & Vaughn, S. (2005, February). *A synthesis of spelling, writing, and reading interventions and the effects on the spelling outcomes for students with LD*. Poster session at the Pacific Coast Research Conference, Coronado, CA.
- Vaughn, S. R., Thompson, S., Kame'enui, E. J., Chard, D., Harn, B. Cavanaugh, C. L., & Wanzek, J. (2004, April) *The three-tier model as a reading intervention approach*. Panel presentation at the annual meeting of Council for Exceptional Children, New Orleans, LA.
- Wanzek, J., & Cavanaugh, C. (2004, February). *The effects of reading interventions on social outcomes for students with reading difficulties: A synthesis*. Poster session at the Pacific Coast Research Conference, Coronado, CA.
- Wanzek, J., & Linan-Thompson, S. (2003, April). *A comparison of two reading interventions on students' performance on high stakes assessments*. Poster session at the annual meeting of Council for Exceptional Children, Seattle, WA.
- Kim, A., & Wanzek, J. (2003, February). *Effects of graphic organizers on reading comprehension for students with learning disabilities: A synthesis*. Poster session at the Pacific Coast Research Conference, La Jolla, CA.
- Wanzek, J., & Linan-Thompson, S. (2003, February). *A comparison of two reading interventions on students' performance on high stakes assessments*. Poster session at the Pacific Coast Research Conference, La Jolla, CA.

Dickson, S. V., & Wanzek, J. (2001, April). *Applying phonics to reading passages: Sequence of passages counts*. Poster session at the annual meeting of Council for Exceptional Children, New York City, NY.

Bursuck, W., Young, R., Wanzek, J., & Bolas, K. (2000, April). *Teaching phonemic awareness to at-risk kindergarten children: Curricular and instructional guidelines*. Panel presentation at the annual meeting of the Council for Exceptional Children, Vancouver, B.C., Canada.

## **RESEARCH SUPPORT**

Students with Reading Difficulties in the Upper Elementary Grades: Effective Instruction and Intervention, Meadows Foundation, 2008-2011, Co-principal Investigator.

Texas Center for Learning Disabilities, National Institutes of Child Health and Human Development, National Institutes of Health, 2006-2011, Project Director (2006-2007).

Preventing Reading Difficulties: A Three-Tiered Intervention Model. A study to reduce reading problems by intervention for students most at-risk for reading difficulty through effective early reading instruction and appropriate placements in special education, U. S. Department of Education, 2002-2006, Project Director.

## **PROFESSIONAL MEMBERSHIPS**

Member, American Educational Research Association  
Member, Council for Exceptional Children  
Member, Council for Learning Disabilities  
Member, National Association of School Psychologists  
Member, Society for the Scientific Study of Reading