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Professor, School of Education
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Education

University of Virginia, Charlottesville, Va.: Ph.D. Reading Education	2000
University of Virginia, Charlottesville, Va.: M.Ed. Reading Education	1996
College of William and Mary, Williamsburg, Va.: B.A. History	1987

Dissertation

Classroom teachers' instructional moves to support skilled reading. Advisor: L. B. Smolkin; Outside Member: M. Pressley; Committee Members: C. Juel, T. H. Estes, and M. A. Invernizzi.

Employment

Director	
Professional Development Center for Educators	2017-Present
Professor	
University of Delaware	2012-Present
Associate Professor	
University of Delaware	2007-2012
Assistant Professor	
University of Delaware	2002-2007
Reading Excellence Act Grant Coordinator	
Jackson-Via Elementary School, Charlottesville, Virginia	2001-2002
Instructional Coordinator	
Johnson Elementary School, Charlottesville, Virginia	1999-2001
ESL Teacher (High School)	

Chatham Hall, Chatham, Virginia	1993-1995
Reading and Language Development Teacher (High School) Cushing Academy, Ashburnham, Massachusetts	1991-1993
History and Social Science Teacher (High School) Cushing Academy, Ashburnham, Massachusetts	1987-1991

Courses Taught: University

Graduate courses

School Performance Assessment	EDUC 828
Models and Practices of Instructional Leadership	EDUC 810
Literacy and Educational Policy	EDUC 822
Organization and Supervision of the Reading Program	EDUC 631
Teaching Reading and Writing in the Primary Grades	EDUC 608
Content Area Reading	EDUC 622

Undergraduate courses

Language and Literacy for Young Children	EDUC 210
Teaching Reading in the Elementary and Middle Grades	EDUC 310
Diagnosis and Instruction: Literacy Problems	EDUC 437

Publications

Research Articles in Peer-Reviewed Journals

- Lupo, S., M., Strong, J. Z., Lewis, W. E., & McKenna, M. C. (2017). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy*, *61*, 433-444.
- Walpole, S., McKenna, M. C., Amendum, S., Pasquarella, A., & Strong, J. Z. (2017). The promise of a literacy reform effort in the upper elementary grades. *Elementary School Journal*, *118*, 258-280.
- McKenna, M. C., Walpole, S., & Jang, B. G. (2016). Validation of the Informal Decoding Inventory. *Assessment for Effective Intervention*, *42*, 81-89.
- Walpole, S., McKenna, M. C., & Morrill, J. (2011). Building and rebuilding a statewide support system for literacy coaches. *Reading and Writing Quarterly*, *27*, 261-280.
- McKenna, M. C., & Walpole, S. (2010). Planning and evaluating change at scale: Lessons from Reading First. *Educational Researcher*, *39*, 478-483.

- Walpole, S., McKenna, M.C., Uribe-Zarain, X., & Lamitina, D. (2010). The relationships between coaching and instruction in the primary grades: evidence from high-poverty schools. *Elementary School Journal, 111*, 115-140.
- Beauchat, K. A., Blamey, K. L., & Walpole, S. (2009). Building preschool children's language and literacy one storybook at a time. *Reading Teacher, 63*, 26-39.
- Ash, G., Kuhn, M., & Walpole, S. (2009). Analyzing "Inconsistencies" in practice: Teachers' continued use of round robin reading. *Reading & Writing Quarterly, 25*, 87-103.
- Blamey, K. L., Meyer, C. K., & Walpole, S. (2008). Middle and high school literacy coaches: A national survey. *Journal of Adolescent and Adult Literacy, 52*, 310-323.
- Walpole, S., & Blamey, K. L. (2008). Elementary literacy coaches: The reality of dual roles. *Reading Teacher, 62*, 222-231.
- Walpole, S., Hayes, L., & Robnolt, V. (2006). Matching second graders to text: The utility of a group-administered comprehension measure. *Reading Research and Instruction, 46*, 1-22.
- Kaplan, D., & Walpole, S. (2005). A stage-sequential model of literacy transitions: Evidence from the Early Childhood Longitudinal Study. *Journal of Educational Psychology, 97*, 551-563.
- Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergarteners. *Language, Speech, and Hearing Services in the Schools, 36*, 17-32.
- Walpole, S., Chow, S. M., & Justice, L. M. (2004). Literacy achievement during kindergarten: Identifying key contributors in an at-risk sample. *Early Education and Development, 15*, 245-264.
- Walpole, S., Justice, L.M., & Invernizzi, M.A. (2004). Closing the gap between research and practice: Case study of school-wide literacy reform. *Reading and Writing Quarterly, 20*, 261-283.
- Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *Elementary School Journal, 101*, 121-165.
- Walpole, S. (1998). Changing texts, changing thinking: Comprehension demands of new science textbooks. *The Reading Teacher, 52*, 358-369.

Invited Articles in Peer-Reviewed Journals

Walpole, S., & McKenna, M. C. (2009a). Everything you've always wanted to know about literacy coaching but were afraid to ask: A review of policy and research. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jiménez, & V. J. Risko (Eds.), *Fifty-ninth yearbook of the National Reading Conference* (pp. 23-33). Oak Creek, WI: NRC.

McKenna, M. C., & Walpole, S. (2007). Assistive technology in the reading clinic: Its emerging potential. *Reading Research Quarterly*, *42*, 140-145.

Walpole, S., & McKenna, M. C. (2006). The role of informal reading inventories in assessing word recognition. *The Reading Teacher*, *59*, 592-594.

McKenna, M. C., & Walpole, S. (2005). How well does assessment inform our reading instruction? *The Reading Teacher*, *59*, 84-86.

Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (1999). Effective schools/Accomplished teachers. *The Reading Teacher*, *53*, 156-159.

Service-Oriented Articles

International Literacy Association. (2016). *Frameworks for literacy education reform* [White paper]. Newark, DE: Author.

Lewis, W., & Walpole, S. (2016, January/February). Designing your own text sets: A four-text framework to build content knowledge in secondary classrooms. *Literacy Today*, 30-31.

Walpole, S. (2012, December). Invented spelling. *Scholastic Parent and Child Magazine*.

Walpole, S. (2012). Organizing for success: An essential elementary school toolkit. *Pennsylvania Reads: Journal of the Keystone State Reading Association*, *11*, 5-6.

Walpole, S., & Beauchat, K. A. (2008). Facilitating teacher study groups. *Literacy Coach Clearinghouse Brief*. Retrieved July 8, 2008, from <http://www.literacycoachingonline.org/briefs.html>

Blamey, K. L., & Walpole, S. (2007). A friendly face in the literacy neighborhood: What to expect from your literacy coach. *Michigan Reading Journal*, *39*, 19-22.

Walpole, S. (2005, Fall). Coaching in context: Crafting a site-based staff development system. *Perspectives*, *31*(4), 41-44.

Walpole, S. (2003, Spring). Reading Excellence Act: A view from a day, a month, and a year. *Michigan Reading Journal*, *35*, 38-46.

Books

- Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3* (2nd ed.). New York, NY: Guilford Press.
- Walpole, S., & McKenna, M. C. (2016). *Organizing the early literacy classroom: How to plan for success and reach your goals*. New York, NY: Guilford Press.
- Lewis, W. E., Walpole, S., & McKenna, M. C. (2014). *Cracking the Common Core: Choosing and using texts in grades 6-12*. New York, NY: Guilford Press.
- Walpole, S., & McKenna, M. C. (2013). *The literacy coach's handbook: A guide to research-based practice* (2nd ed.). New York, NY: Guilford Press.
- Walpole, S., McKenna, M. C., & Philippakos, Z. (2011). *Differentiated reading instruction in grades 4-5: Strategies and resources*. New York, NY: Guilford Press.
- Beauchat, K. A., Blamey, K. L., & Walpole, S. (2010). *The building blocks of preschool success*. New York, NY: Guilford Press.
- Walpole, S., & McKenna, M. C. (2009). *How to plan differentiated reading instruction: Resources for grades K-3*. New York, NY: Guilford Press.
- McKenna, M. C., & Walpole, S. (2008). *The literacy coaching challenge: Models and methods for grades K-8*. New York, NY: Guilford Press.
- Walpole, S., & McKenna, M. C. (2007). *Differentiated reading instruction: Strategies for the primary grades*. New York, NY: Guilford Press.
- Walpole, S., & McKenna, M. C. (2004). *The literacy coach's handbook: A guide to research-based practice*. New York, NY: Guilford Press.

Edited Books

- Walpole, S., & McKenna, M. C. (Series Editors). (2012-15). *The Essential Early Primary Library: Tools for the PK-2 Classroom*. New York, NY: Guilford Press.
- Coker, D. L., & Ritchey, K. D. (2015). *Teaching Beginning Writers*. New York, NY: Guilford Press.
- Hayes, L., & Flanigan, K. (2014). *Developing word recognition*. New York, NY: Guilford Press.

- Kuhn, M. R., & Levy, L. (2015). *Developing fluent readers: Teaching fluency as a foundational skill*. New York, NY: Guilford Press.
- Mesmer, H. A. E., Mesmer, E., & Jones, J. (2014). *Reading intervention in the primary grades: A common-sense guide to RTI*. New York, NY: Guilford Press.
- Silverman, R., & Meyer, A. G. (2015). *Developing vocabulary and oral language in young children*. New York, NY: Guilford Press.
- Stahl, K. A. D., & Garcia, G. E. (2015). *Developing reading comprehension: Effective instruction for all students in PreK-2*. New York, NY: Guilford Press.
- McKenna, M. C., Walpole, S., & Conradi, K. (Eds.). (2010). *Promoting early reading: Research, resources, and best practices*. New York, NY: Guilford Press.

Chapters in Edited Books

- Walpole, S., Strong, J. Z., & Riches, C. B. (in press). Best practices in professional learning for improving literacy instruction in schools. In L. B. Gambrell & L. B. Morrow (Eds.), *Best practices in literacy instruction* (6th ed., pp. x). New York, NY: Guilford Press.
- Lovette, G. E., & Walpole, S., Authors (in press). Basic reading skills: Helping handout for the school. In G.G. Bear & K. Minke (Eds.) *Helping handouts to support students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Walpole, S., Steele, T., & Wagner, K. (in press). Reading fluency: Helping handout for the school. In G.G. Bear & K. Minke (Eds.) *Helping handouts to support students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Walpole, S., & McKenna, M. C. (2015). Best practices in professional development for improving literacy instruction in schools. In L. B. Gambrell & L. B. Morrow (Eds.), *Best practices in literacy instruction* (5th ed., pp. 414-434). New York, NY: Guilford Press.
- McKenna, M. C., & Walpole, S. (2013). Effective programs of instruction for all students In R. Reutzel (Ed.), *Handbook of research-based practice in early childhood education* (pp. 222-237). New York, NY: Guilford Press.
- Walpole, S., & Najera, K. (2013). Improving the school reading program: A new call for collaboration. In B. M. Taylor and N. K. Duke (Eds.), *Handbook of effective literacy instruction* (pp. 510-529). New York, NY: Guilford Press.

- Walpole, S., & McKenna, M.C. (2011). Principals as literacy leaders. In R. Bean & A. S. Dagan (Eds.), *Best practices of literacy leaders in schools: Keys to school improvement* (pp. 103-123). New York, NY: Guilford Press.
- Lapp, D., Wolsey, T.D., Fisher, D., & Walpole, S. (2011). Breaking the mold: Technology on the frontier of teacher education. In A. Cohan & A. Honigsfeld (Eds.), *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st Century* (pp. 113-122). Lanham, MD: Rowman and Littlefield.
- Walpole, S., & McKenna, M. C. (2008). Literacy coaches: Their emergent leadership roles. In S. B. Wepner & D. S. Strickland (Eds.), *The administration and supervision of reading programs* (4th ed., pp. 45-54). New York, NY: Teachers College Press.
- Walpole, S. (2008). Coaching in context: Crafting a site-based staff development system. In R. D. Robinson & M. C. McKenna (Eds.), *Issues and trends in literacy education* (4th ed.) (pp. 220-226). Boston, MA: Pearson.
- Walpole, S., & Meyer, C. K. (2007). Models for coaching: Making them work for preschools. In L. Justice & C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction* (pp. 69-83). New York, NY: Guilford Press.
- Walpole, S., & Blamey, K. L. (2007). Assessing implementation of literacy curricula. In K. Pence (Ed.), *Assessment in emergent and early literacy* (pp. 189-226). San Diego, CA: Plural Publishing.
- Coiro, J., Karchmer, R. A., & Walpole, S. (2006). Critically evaluating educational technologies for literacy learning: Current trends and new paradigms. In M. C. McKenna, L. D. Labbo, Reinking, D., & Kieffer, R. (Eds.), *International handbook of literacy and technology* Vol. 2 (pp. 145-161). Mahwah, NJ: Erlbaum.
- Walpole, S., & Smolkin, L. (2004). Teaching the page: Teaching learners to read complex science text. In A. Peacock & A. Cleghorn (Eds.), *Missing the meaning: The development and use of print and non-print text materials in diverse school settings* (pp. 197-211). New York, NY: Palgrave.
- Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (2002). Effective schools/Accomplished teachers. In International Reading Association, *Evidence-based reading instruction: Putting the National Reading Panel report into practice* (pp. 185-188). Newark, DE: International Reading Association.
- Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (2002). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-

- income schools. In B. M. Taylor & P. D. Pearson (Eds.), *Teaching reading: Effective schools and accomplished teachers* (pp. 3-72). Mahwah, NJ: Erlbaum.
- Walpole, S. (2002). Stevenson elementary: Schoolwide success. In B. M. Taylor & P. D. Pearson (Eds.), *Teaching reading: Effective schools and accomplished teachers* (pp. 199-215). Mahwah, NJ: Erlbaum.

Papers and Presentations: Peer Reviewed

- Strong, J., Pasquarella, A. & Walpole, S. (2017, November). *Effects of READ 180 and System 44 on comprehension and fluency in grades 4-5*. Paper presentation at the Literacy Research Association 67th Annual Conference, Tampa, FL.
- Walpole, S., Strong, J., Pasquarella, A., Coker, D. & Shirilla, M. (2017, November). *The relationship of fluency and comprehension to persuasive writing quality*. Paper presentation at the Literacy Research Association 67th Annual Conference, Tampa, FL.
- Strong, J. Z., Pasquarella, A., Walpole, S., & McKenna, M. C. (2017, July). *Added effects of Read180 on comprehension growth in upper elementary grades*. Poster presented at the meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Pasquarella, A., Walpole, S., McKenna, M. C., Strong, J. Z., & Amendum, S. (2017, July). *The promise of a literacy reform effort in the upper elementary grades*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Walpole, S., McKenna, M. C., & Pasquarella, J. Z.. (2016, December). *A simplified text program for the early primary years*. In L. Tortorelli (Chair) *Stepping onto the staircase: Needs, nuances, and new perspectives on text complexity for young readers*. Symposium presented at the meeting of the Literacy Research Association, Nashville, TN.
- Amendum, S., Pasquarella, A., Walpole, S., McKenna, M. C., & Strong, J. Z. (2016, December). *Effects of a tier 1 intervention designed to improve fluency and comprehension in grades 3-5*. Paper presented at the meeting of the Literacy Research Association, Nashville, TN.
- Lupo, S. M., McKenna, M. C., & Walpole, S. (2015, December). *Quad text sets: A formative approach to exploring how to scaffold adolescents in reading challenging texts*. In M. Nachowitz (Chair), *How we got there: Changing the experimental intervention and maintaining validity in formative experiments*. Symposium presented at the meeting of the Literacy Research Association, Carlsbad, CA.

- Lupo, S., McKenna, M., Walpole, S., & Williams, A. (2015, July). *Quad text sets: A new approach to scaffolding adolescents in reading challenging texts*. Paper presented at the meeting of the International Literacy Association, St. Louis, MO.
- Walpole, S., McKenna, M. C., & Pasquarella, A. (2014, December). *Growth in fluency and comprehension in grades 3-5 with rigorous shared and interactive reading*. Paper presented at the meeting of the Literacy Research Association, Marco Island, FL.
- Walpole, S., McKenna, M. C., Walk, D., & Haskins, S. (2013, December). *Combining evidence-based practices and Common Core requirements: A design experiment*. Paper presented at the meeting of the Literacy Research Association, Dallas, TX.
- Walpole, S., Haney, D., Cole, J., McKenna, M. C., & Morrill, J. K. (2013, April). *Supporting professional learning in schools: Integrating online resources with on-site professional learning communities*. Paper presented at the International Reading Association Conference, San Antonio, TX.
- McKenna, M. C., Lundy, B. K., Walpole, S., & Jang, B. G. (2012, December). *Effectiveness of an Early Reading First outlier project: Implications for evaluation and policy*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
- McKenna, M. C., & Walpole, S. (2012, May). *Principals as literacy leaders*. In R. Bean & A. D. Swan (Chairs), *Developing literacy leadership capacity: Key to school improvement*. Institute presented at the International Reading Association Conference, Chicago, IL.
- Walpole, S., McKenna, M. C., & Morrill, J. K. (2011, December). *Building and rebuilding a statewide support system for coaches*. Paper presented at the Literacy Research Association Conference, Jacksonville, FL.
- Walpole, S., McKenna, M. C., Philippakos, Z. A., & Coker, D. L. (2010, December). *A comparison of skills vs. strategies instruction in first grade*. Paper presented at the National Reading Conference, Fort Worth, TX.
- Meyer, C. K., & Walpole, S. (2010, December). *Developing a literacy knowledge measure for teachers of adolescents*. Paper presented at the National Reading Conference, Fort Worth, TX.
- Walpole, S., & McKenna, M. C. (2010, December). *The relationship between coaching and instruction in the primary grades: Evidence from high-poverty schools*. In N. K. Shanklin (Chair), *Research on the work of literacy coaches and changes in teacher practice*. Symposium presented at the National Reading Conference, Fort Worth, TX.

- Archbald, D., et al. (2010, October). *The dissertation disconnect: How new thesis designs connect the professional with practice*. Paper presented at the University Council for Educational Administration Convention, New Orleans, Louisiana.
- Beauchat, K. A., Blamey, K. L., & Walpole, S. (2009, December). *Shared reading preschool innovation configuration: A professional development tool for teachers*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Meyer, C. K., Blamey, K. L., & Walpole, S. (2008, December). *What are secondary literacy coaches doing? Results of a national survey*. Paper presented at the National Reading Conference, Orlando, FL.
- Walpole, S., McKenna, M. C., Morrill, J., Mills, S., Beaty, A., & Haney, D. (2008, May). *Reading First in Georgia: A professional development system to improve differentiated instruction*. Symposium presented at the International Reading Association Conference, Atlanta, Georgia.
- Walpole, S. (2007, May). Using observations to guide professional development. In Vogt, M. E. (Chair), *A conversation among reading specialists and literacy coaches: Exploring challenges and strategies for success*. Institute presented at the International Reading Association Conference, Toronto, Canada.
- Walpole, S., & McKenna, M. C. (2007, May). Literacy coaches as leaders. In D. Strickland (Chair), *Leadership of literacy programs in classrooms, schools, and the community*. Symposium presented at the International Reading Association Conference, Toronto, Canada.
- Walpole, S., Kaplan, D., Blamey, K. L., & Meyer, C. K. (2006, December). Characteristics of high- and low-impact reforms: Evidence from REA in Georgia. In S. Walpole (Chair), *Studying school-level literacy reforms: Methods and results*. Symposium presented at the National Reading Conference, Los Angeles, CA.
- Walpole, S. (2006, May). State-level support for literacy coaches. In C. Blachowitz (Chair) *Coaching for change in literacy instruction*. Institute presented at the International Reading Association Conference, Chicago, IL.
- Walpole, S., & Blamey, K. L. (2005, December). Defining their roles: Literacy coach' perspectives. In S. Walpole (Chair), *Literacy coaches: Proliferation, problems, and promise*. Paper presented at the National Reading Conference, Miami, FL.
- McKenna, M. C., Walpole, S., & Proctor, K. (2005, December). Taking a stand: Who is responsible? In S. Walpole (Chair), *Literacy coaches: Proliferation, problems, and promise*. Paper presented at the National Reading Conference, Miami, FL.

- Walpole, S. & Blamey, K. L. (2004, December). Shared responsibility: Principals, literacy coaches, and federal reform dollars. In K. Schatmeyer (Chair), *No teacher left behind? Investigating professional development of the Reading First initiative as an innovation for chance*. Paper presented at the National Reading Conference, San Antonio, TX.
- McKenna, M.C., & Walpole, S. (2004, June). *An Internet database of longitudinal case studies in reading*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.
- Walpole, S., & Tillman, C. (2004, May). The power of developmental spelling data in state-level professional development that strives for balanced literacy instruction (K-3 perspective). In K. Ganske (Chair), *Transforming teaching practices through diverse approaches to professional development in systematic word study*. Paper presented at the International Reading Association, Reno, Nevada.
- Kaplan, D. & Walpole, S. (2004, April). *An application of latent transition analysis to the development of reading competencies in young children: Evidence from ECLS-K*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Walpole, S. (2003, December). But the green book doesn't say: Questions in school level support. In M. C. McKenna (Chair). *How reading research is informing federal initiatives: Multiple perspectives from the research community*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Pence, K., & Walpole, S. (2003, December). Response to building leaders. In S. Walpole (Chair), *Transactional professional development for federally funded school reform: Responding to leaders, to teachers, and to student achievement data*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Walpole, S., Chow, S.M., & Justice, L. J. (2002, December). *Modeling the path of kindergarten literacy outcome predictors*. Paper presented at the National Reading Conference, Miami, FL.
- Walpole, S., Hayes, T., & Robnolt, V. (2002, December). *Predictive validity of the Lexile Framework*. Paper presented at the National Reading Conference, Miami, FL.
- Walpole, S. (2001, December). *Mobility and achievement: A look at internal and external literacy assessments in one school building*. Paper presented at the National Reading Conference, San Antonio, TX.
- Walpole, S. (2001, May). Growing into transactional strategies instruction through staff development. In P. D. Pearson (Chair), *CIERA spotlights comprehension: The other side of reading instruction*. Symposium presented at the International Reading Association, New Orleans, LA.

- Walpole, S. (2000, December). *The place and characteristics of comprehension instruction K-3: Read-aloud or student reading, language arts or content area literacy*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Walpole, S., Furr, D., & Invernizzi, M. (1999, December). *Rethinking an upper-elementary school reading program*. Paper presented at the National Reading Conference, Orlando, FL.
- Walpole, S. (1999, December). Developing skilled reading in language arts and social studies in an effective school. In P. D. Pearson (Chair), *Quality instruction: Looking across state lines, across effective teachers, and inside an effective school*. Symposium presented at the National Reading Conference, Orlando, FL.
- Walpole, S. (1998, December). James Madison Elementary: An effective reading program in an effective school. In P. D. Pearson (Chair), *Schools which are beating the odds in teaching all children to read*. Symposium presented at the National Reading Conference, Austin, TX.
- Dewitz, P., Smolkin, L., Invernizzi, M., & Walpole, S. (1998, May). *Contexts for intervention*. Paper presented at the Conference on Reading Research, International Reading Association, Orlando, FL.
- Walpole, S., & Dewitz, P. (1997, December). *Assessing knowledge and strategies for informational text*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Walpole, S. (1996, December). The role of the reading specialist: Whole class instruction. In P. Dewitz (Chair), *Models of content area reading intervention for at-risk students*. Paper presented at the National Reading Conference, Charleston, SC.

Papers and Presentations: Invited

- Walpole, S. (2017, June). *Systems in early reading: Research in support of designing grant proposals for the Striving Readers Comprehensive Literacy Program*. Webinar presented for Council of Chief State School Officers and the Center on Enhancing Early Learning Outcomes.
- Walpole, S. (2017, May). *High-utility assessment systems in early reading*. Paper presented to the Council of Chief State School Officers Early Learning Work Group. St. Louis, MO.
- Walpole, S. (2017, April). *Coaching for Comprehension*. Presentation for the 2017 National Louis University Reading Leadership Institute, Chicago, IL

- Walpole, S. (2015, July). *Literacy coaching*. ILA Thought Leaders Unplugged presentation at the meeting of the International Literacy Association, St. Louis, MO.
- Walpole, S. & Mouza, C. (2014, November). *Technology implementation in schools*. Presentation at Tech2gether Innovations in Education Conference, Wilmington, DE.
- Walpole, S. & McKenna, M. C. (2014, March). *Planning your ELA block*. Keynote presentation at Georgia Early Literacy Symposium, Macon, GA.
- Walpole, S. (2014, February). *Effective Interventions for readers who struggle*. Presentation at the New Literacies Collaborative, North Carolina State University, Raleigh, NC.
- Walpole, S., & McKenna, M. C. (2014, February). *Using Comprehensive Reading Solutions modules in professional learning communities*. Paper presented at US Department of Education Striving Readers Comprehensive Literacy Program Personnel Exchange Network, Atlanta, GA.
- Walpole, S., & McKenna, M. C. (2014, February). *Gathering teacher implementation data*. Paper presented at Paper presented at US Department of Education Striving Readers Comprehensive Literacy Program Personnel Exchange Network, Atlanta, GA.
- Walpole, S. (2013, December). *Moving to the Common Core: Challenge and opportunity*. Keynote presentation at the American Reading Forum Conference, Sanibel, FL.
- Walpole, S. (2013, July). *Building word recognition*. Presentation for the Georgia Department of Education Striving Readers Leadership Conference, Athens, GA.
- Walpole, S. (2013, July). *Using Lexile data*. Presentation for the Georgia Department of Education Striving Readers Leadership Conference, Athens, GA.
- Walpole, S. (2013, January). *Designing a course for collaboration*. Presentation for the University of Delaware Winter Faculty Institute, Newark, DE.
- Walpole, S. & McKenna, M. C. (2012, September). *The role of writing in differentiated reading instruction*. Keynote address at the Georgia Reading Association Fall Forum, Macon, GA.
- Walpole, S. & McKenna, M. C. (2012, March). *Reconsidering differentiation: Meeting the needs of beginning readers*. Featured speaker presentation at the Virginia State Reading Association Annual Conference, Richmond, VA.

- Walpole, S. (2011, May). *The relationship between coaching and instruction*. Meet the researchers poster session presented at the International Reading Association Conference, Orlando, FL.
- Walpole, S. (2011, April). *Tightening the loop: Strategies for targeted coaching*. Keynote address presented at the Third International Literacy Coaching Summit, Philadelphia, PA.
- Walpole, S. (2010, July). *Turning around our lowest-performing schools*. Panel presentation at Delaware's Race to Deliver Vision 2015 Leadership Forum, Newark, DE.
- Walpole, S. (2010, July). *Differentiated word recognition and fluency instruction*. Paper presented at the US Department of Education Reading Institute, Anaheim, CA.
- Walpole, S. (2010, March). *Coaching differentiated instruction*. Paper presented at the Michigan Reading Association Conference, Detroit, MI.
- Walpole, S., & McKenna, M. C. (2009, July). *A comprehensive approach to differentiation*. Paper presented at the U.S. Department of Education Reading Institute, Cincinnati, OH.
- Walpole, S., & McKenna, M. C. (2009, July). *Differentiating for word recognition and fluency*. Paper presented at the U.S. Department of Education Reading Institute, Cincinnati, OH.
- Walpole, S., & Blamey, K. L. (2009, May). *Elementary literacy coaches: The reality of dual roles*. Paper presented at the International Reading Association Conference, Minneapolis, MN.
- Walpole, S., & McKenna, M. C. (2008, December). *Everything you've always wanted to know about literacy coaching but were afraid to ask: A review of policy and research*. Paper presented at the National Reading Conference, Orlando, FL.
- McKenna, M. C., & Walpole, S. (2008, July). *Differentiated reading instruction in grades k-3*. Paper presented at the New York State Reading First and Adolescent Literacy Conference, Brooklyn, NY.
- McKenna, M. C., & Walpole, S. (2008, July). *The challenge of coaching: New ideas and insights*. Paper presented at the New York State Reading First and Adolescent Literacy Conference, Brooklyn, NY.
- Walpole, S., & McKenna, M. C. (2008, March). *Differentiated reading instruction: Strategies for the primary grades*. Paper presented at the Virginia State Reading Association Conference, Richmond, VA.

- Walpole, S., & McKenna, M. C. (2007, December). Designing state-level support. In S. Walpole (Chair), *Reading First: Lessons in design, evaluation, and reauthorization*. Paper presented at the National Reading Conference, Austin, TX.
- Walpole, S. (2007, October). *Planning differentiated instruction – A reading first strand*. Featured speaker session presented at the Diamond State Reading Association Conference, Dover, DE.
- Walpole, S. (2007, July). *Making information text work for teachers in the elementary grades*. Paper presented at the National Geographic and Literacy Achievement Research Center Literacy Institute 2007, Washington, DC.
- Walpole, S., & McKenna, M. C. (2007, July). *Formative observation in Reading First*. Paper presented at the 4th Annual National Reading First Conference, St. Louis, MO.
- Walpole, S. (2007, May). *Systematic, differentiated, small-group and schoolwide: Lessons from Reading First*. Featured speaker session presented at the International Reading Association Conference, Toronto, Canada.
- Walpole, S., McKenna, M.C., & Proctor, K. (2006, May). *Training on the job: Crafting support for coaches at the state, district, and building levels*. Paper presented at the Specialized Reading Professionals Special Interest Group meeting at the International Reading Association Conference, Chicago, IL.
- Walpole, S. (2006, May). *Roles of literacy coaches in federally-funded reform*. Featured Research Roundtable at the International Reading Association Conference, Chicago, IL.
- Walpole, S., & McKenna, M.C. (2006, May). *Literacy coaches in action: Strategies for crafting building-level support systems*. Paper presented at the Reading Research Conference, International Reading Association, Chicago, IL.
- Walpole, S., McKenna, M. C., & Proctor, K. (2005, May). *Reading First initiatives: Maximizing professional development opportunities*. Featured policy session at the International Reading Association Conference, San Antonio, TX.
- Walpole, S., & McKenna, M. C. (2005, March). *Literacy coaches in school change*. Paper presented at the Michigan Reading Association Conference, Grand Rapids, MI.
- Walpole, S. (2004, July). *Literacy coaches: Practice in search of research*. Paper presented at the CIERA Summer Institute: Improving reading achievement in grades K-8: The role of literacy in language arts, science, and mathematics, Ann Arbor, MI.

- Walpole, S. (2003, March). *Circling the wagons*. Paper presented at the Michigan Reading Association Conference, Grand Rapids, MI.
- Walpole, S. (2003, March). *Data drives the train: School-level staff development decisions*. Paper presented at the Michigan Reading Association Conference, Grand Rapids, MI.
- Walpole, S. (2002, July). *Starting with the end in mind: Comprehension instruction across ages and stages*. Paper presented at the Georgia Department of Education's REA Best Practices Institute, Atlanta, GA.
- Walpole, S. (2001, December). *Choices in the reading program: Time, team, text, and task*. Paper presented at the Georgia Department of Education's REA Best Practices Institute, Savannah, GA.
- Walpole, S. (2001, July). *Tracking student progress in decoding and spelling*. Paper presented at the CIERA Summer Institute: Closing the achievement gap: Teaching every child to read, Ann Arbor, MI.
- Walpole, S. (2001, July). *Data-based decision making*. Paper presented at the CIERA Summer Institute: Closing the achievement gap: Teaching every child to read, Ann Arbor, MI.
- Walpole, S. (2001, August). *Research-based reading programs*. Two-day institute presented in Emmetsburg, IA.
- Walpole, S. (2001, May). Systematic phonics instruction and expert comprehension instruction. In J. Conaty (Chair), *The new federal reading programs: What they mean for teachers, schools, and administrators*. Symposium presented at the International Reading Association, New Orleans, LA.
- Walpole, S. (2000, September). *Using data to drive instructional decisions*. Paper presented at the Virginia Reading Research Forum, Roanoke, VA.
- Walpole, S. (2000, August). *Reading instruction at Stevenson Elementary: Homegrown effectiveness*. Paper presented at the CIERA Summer Institute: Coherent programs and ambitious instruction: The keys to improving schoolwide reading achievement, Ann Arbor, MI.
- Walpole, S., & Henderson, J. (2000, March). *School capacities and characteristics that support high quality reading instruction: A view from Johnson School*. Paper presented at the National Institute for Literacy's Reading Research and Best Practices Institute, Philadelphia, PA.
- Walpole, S. (2000, February). *School-based data collection*. Paper presented at the Monticello Reading Council's Annual Conference, Charlottesville, VA.

- Walpole, S. (1999, November). *Balanced literacy: Making it work in a real school*. Paper presented at the U.S. Department of Education's 1999 Regional Conference on Improving America's Schools, Salt Lake City, UT.
- Walpole, S. (1999, October). *Johnson School: Design and redesign of a reading program*. Paper presented at the U.S. Department of Education's 1999 Regional Conference on Improving America's Schools, Tampa, FL.
- Walpole, S. (1999, July). *Instructional moves to support skilled reading: Looking within an effective school*. Poster session presented at the external review of the Center for the Improvement of Early Reading Achievement, Ann Arbor, MI.
- Walpole, S., Lewis, J., Shepherd, C., Mumford, E., Henderson, J., Mullaney, M. A., Wilson, C., & Passerell, A. (1999, May). *Site-based reading initiatives: Two schools' stories*. Paper presented at the George Graham Lecture: Best practices – from research to reality, University of Virginia, Charlottesville, VA.
- Walpole, S. (1999, January). *Supporting comprehension in the middle grades*. Paper presented at the Monticello Reading Council, Charlottesville, VA.
- Walpole, S. (1998, December). *The structure of success*. Poster session presented at the National Reading Conference, Austin, TX.

Grants, Awards, and Honors

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| July, 2018 | Jerry Johns Outstanding Teacher Educator in Reading
International Literacy Association |
| May 2016 | University of Delaware Excellence in Teaching Award |
| May 2016 | College of Education and Human Development, University of Delaware Excellence in Teaching Award |
| October 2015 | Professional Development Support Grant (\$40,000)
Seaford School District |
| September 2015 | Research to Practice with Michael C. McKenna (\$797,699)
Innovative Approaches to Literacy
US Department of Education |
| July 2015 | Efficacy and Replication Trial of the Individualized Adaptive ITSS with 4th and 5th Grade Students in High Poverty Schools with Kausalai Wijekumar, Bonnie Meyer, Pui-Wa Lei, and Lori Johnson (\$3,499,570; UD Walpole Subcontract \$197,659)
Reading and Writing |

Institute of Education Sciences

August 2012 Information Technologies Transformation Grant (\$4,290)
University of Delaware

November 2010 RTI Tier I and 2 Evidence-Based Secondary School Literacy
Instruction with William Lewis (\$14,500)
Delaware Department of Education

August 2010 Professional Development Support Grant (\$11,000)
Caesar Rodney School District

June 2010 Professional Development Support Grant (\$12,000)
New Castle County Vocational-Technical School District

June 2009 High School Academic Literacy Project Design Grant (\$10,766)
New Castle County Vocational-Technical School District

June 2009 Response to Intervention Training Grant (\$47,581)
Delaware Department of Education

April 2008 Response to Intervention Training Grant (\$45,855)
Delaware Department of Education

Dec. 2007 National Reading Conference Early Career Achievement Award

Aug. 2007 Literacy Coach Training Grant (\$43,737)
Delaware Department of Education

Aug. 2006 Literacy Coach Training Grant (\$38,545)
Delaware Department of Education

Aug. 2005 Literacy Coach Training Grant. (\$37,960)
Delaware Department of Education

Aug. 2004 Literacy Coach Training Grant. (\$36,611)
Delaware Department of Education

May 2004 CHEP Research Grant (\$1,000)

Oct. 2003 Literacy Coach Training Grant. (\$33,000)
Delaware Department of Education

May 2003 Undergraduate Research Grant with Paula Loper (\$3,500)
University of Delaware

Feb. 2003	Growth in reading and spelling with differentiated phonics instruction. (General University Research Grant). (\$6,000) University of Delaware.
May 2001	Supporting outstanding achievement in reading: Jackson-Via Elementary School. Virginia Reads. (US DOE Reading Excellence Act). (\$249,000) Virginia Department of Education.
Spring 1998	George Graham Fellowship, University of Virginia
Spring 1998	Guest Doctoral Student Reviewer, <i>Reading Research Quarterly</i>
Summer 1990	<i>Gandhi: Autobiography and Nonviolence</i> . Summer Seminar for School Teachers supported by the National Endowment for the Humanities (\$3,000) Duke University
Summer 1986	<i>Sir Nikolaus Pevsner: Did he mislead us?</i> Paper supported by the National Endowment for the Humanities Younger Scholars Program (\$2,200) College of William and Mary

Related Professional Experiences

2012-2017	Architect of Professional Development, Striving Readers	Georgia Department of Education
2010-2013	Scientific Reviewer Reading and Writing Panel	Institute of Education Science
2007	Co-Author of English Language Arts Standards (PK-5)	Louisiana Department of Education
2006	<i>Making Reading Count</i> (http://www.readingrockets.org/webcasts/ondemand)	Reading Rockets webcast
2004-2010	Architect of Professional Development, Reading First	Georgia Department of Education
2001- 2004	REA Coaches Training	Georgia Department of Education
April 2001	<i>Launching Young Readers</i> Documentary	Public Broadcasting System WETA, Boston Reading Rockets
2000-2001	Expert Review Panel, Reading Excellence Act, FY 2000, 2001	U.S Department of Education

National Service

Editorial Boards

Reading Research Quarterly (2015-present)
Journal of Educational Research (2014-present)
Elementary School Journal (2011-present)
Reading Teacher (2010-present)
Journal of School Connections (2010-2015)
Journal of Literacy Research (2014-2015)

Peer Reviewer

American Educational Research Journal
Elementary School Journal
Center on Instruction
Child Development
Language, Speech and Hearing Services in the Schools
Journal of Learning Disabilities
Michigan Reading Journal
Journal of Educational Psychology

Committee Work

LRA Board of Directors (2014-2017)
ILA School Reform Task Force (2014-2016)
LRA Oscar Causey Award Committee (2013-2014)
LRA Field Council (2012-2014)
IRA Program Committee (2011-2014)
IRA Book Review Committee (2011-2013)
Early Career Achievement Award Committee, NRC (2008-2012)
Board of Directors, Literacy Coach Clearinghouse (2007-08)
Steven A. Stahl Research Grant Subcommittee (2007-09)
Chair, IRA Research Publications Awards subcommittee (2005-06,
2006-07)
IRA Research Publications Awards Subcommittee (2004-05)
Area Co-Chair, Policy and Assessment, NRC (2004-05, 2005-06,
2006-07)
NRC Technology Committee (2004-2007)