

## CURRICULUM VITAE

**NAME:** Richard Kenneth Wagner

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**BUSINESS ADDRESS:** Department of Psychology  
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### EDUCATION:

Ph.D., Yale University, 1985 (Psychology) Dissertation: "Tacit Knowledge in  
Everyday Intelligent Behavior"

M.Phil., Yale University, 1983 (Psychology)

M.S., Yale University, 1982 (Psychology)

M.S., University of Akron, 1978 (School Psychology)

B.S., University of Akron, 1974 (Biology)

### RECOGNITIONS:

B.S. awarded cum laude

Yale University Fellowship (1980-1984)

Research Review Award (1986). American Educational Research Association

MacArthur Foundation Fellowship. Neural Networks, UC at San Diego, (1990)

Top 25 Most-Cited (SCI/SSCI) Psychology Paper (Wagner & Torgesen, 1987) for  
1986-1990. Institute for Scientific Information (1990)

Appointed to Committee on Goals 2000, National Research Council/National  
Academy of Sciences (1995 - 1996)

Teaching Incentive Program Award (1996)

University Teaching Award (1997)

Appointed to Committee on Foundations of Assessment, National Research  
Council/National Academy of Sciences (1997 - 2000)

Review Coordinator, National Academy of Sciences (1999)

Commissioned by National Research Council/National Academy of Sciences to  
write "Prevention of Reading Failure," February, 2000

Appointed to Committee on New Directions in Admissions Testing, College  
Board, February, 2000

Samuel Kirk Award from Council of Exceptional Children, April, 2000

Named Professorship Awarded, August, 1999

Member of Study Section BBBP-3, National Institutes of Health (2000-2003)

Member of Study Section LCOM, National Institutes of Health (2003-2005)

**RECOGNITIONS (cont.):**

- Nominated by President George Bush to the National Institute for Literacy Advisory Board (2004).
- Nomination Confirmed by United States Senate and Appointed to the Advisory Board of the National Institute for Literacy (2004-present).
- Member of Study Section Reading and Writing, Institute of Education Sciences, U. S. Department of Education (2005-present).
- Distinguished Research Professorship Awarded, March, 2006.
- Chair, Advisory Board of the National Institute for Literacy (2007-2010).
- Chair, Institute for Education Sciences Reading and Writing Study Section, February, 2008; February 2009.
- Member, National Academy of Education White Paper Committee on Reading, August-November, 2008
- Awarded Robert O. Lawton Distinguished Research Professorship, 2009
- Awarded W. Russell and Eugenia Morcom Endowed Chair, 2009
- Appointed to NICHD/NIH Council, 2010.
- Chair, Institute for Education Sciences Postdoctoral Fellowship Study Section, October, 2010.
- Co-Chair, NICHD Visioning Workshop on Cognition, 2011.
- Chair, Institute for Education Sciences Research Center Study Section, March, 2011.
- Distinguished Scientific Contributions Award from the Society for the Scientific Study of Reading, 2012.

**PROFESSIONAL EXPERIENCE:**

- Robert O. Lawton Distinguished Research Professor, 2009- present
- Distinguished Research Professor, Florida State University, 2006 – 2009
- Associate Director, Florida Center for Reading Research, 2002- present
- Alfred Binet Professor of Psychology, 1999 – 2009
- Developmental Psychology Area Director, 2004 - 2009
- Professor in Psychology, Florida State University, 1992 – 1998
- Associate Professor in Psychology, Florida State University, 1988 - 1991
- Director of Cognitive and Behavioral Science Program, 1989 - 1990.
- Assistant Professor in Psychology, Florida State University, 1984 - 1987.
- School Psychologist, Las Vegas, Nevada, 1979 - 1980.

**EDITORIAL ACTIVITIES:**

- Associate Editor, *Psychological Bulletin* (1991 - 1993)
- Member of the Editorial Board, *Intelligence* (1986 - 2004)
- Member of the Editorial Board, *Structural Equation Modeling* (1994 - 1999)
- Guest Editor, *American Psychologist* (1997)
- Associate Editor, *Encyclopedia of Psychology*, American Psychological Association (2000).
- Consulting Editor, *Journal of Educational Psychology* (2003 – 2006)
- Consulting Editor, *Scientific Studies of Reading* (2004 – present)

Member of the Editorial Board, *Journal of Educational Psychology* (2008 – 2009)  
Member of the Editorial Board, *Reading Research Quarterly* (2007- present)

**GRANTS AND CONTRACTS:**

- “The Florida Learning Disabilities Research Center.” \$8,818,329 (1/12-12/16).  
National Institute for Child Health and Human Development. (Principal Investigator).
- “Florida State University Research and Development Center for Pre-K to 5<sup>th</sup> Grade Student Comprehension: Examining Effective Intervention Targets, Longitudinal Intensity, and Scaling Factors.” \$20,000,000 (7/10 – 6/15).  
Institute for Education Sciences, United States Department of Education. (Co-Investigator)
- “Assessing Reading for Understanding: A Theory-Based, Developmental Approach.” \$14,800,000 (\$4,447,990 subcontracted to Florida State) (7/10 – 6/15). Institute for Education Sciences, United States Department of Education. (Co-Principal Investigator)
- “Military Suicide Research Consortium” \$8,500,000 (7/10 – 6/13). United States Department of Defense. (Co-Investigator)
- “The Development of Reading Comprehension and Writing Composition in Chinese Children.” HK\$1,201,766 (8/10 – 7/13). (Co-Investigator)
- “Predicting and preventing the development of learning disabilities.” \$5,984,107 (7/06 – 6/11) NIH/NICHD Multidisciplinary Learning Disabilities Center. (Principal Investigator)
- “Project Iliad: Independent lexical instruction and development effects of curriculum-based vocabulary instruction for children with and at-risk for language and reading disabilities.” \$1,338,773 (5/06 – 4/09) from the U.S. Department of Education Institute for Educational Sciences. (Co-Investigator)
- “Origins of individual and developmental differences in reading comprehension.” \$794,866 (1/04 – 12/07) from the U.S. Department of Education Institute for Educational Sciences. (Principal Investigator)
- “Prereaders reading-related phonological processes.” \$1,439,768 (7/99 – 6/05) from NIH/NICHD. (Principal Investigator)
- “Prevention and remediation of reading disabilities.” \$4,085,642 (1/99 - 12/03) from NIH/NICHD. (Co-Principal Investigator)

- "Reading-related phonological processes." \$808,644 (1/94 - 12/98) from NIH/NICHHD. (Principal Investigator)
- "Prevention and remediation of reading disabilities." \$1,740,024 (7/93 - 12/98) from NIH/NICHHD. (Co-Principal Investigator)
- "Prevention of Reading Disabilities." \$30,000 (6/93 - 5/96) from National Foundation for Learning Disabilities. (Co-Principal Investigator)
- "Prevention of Reading Disabilities." \$5,000 (10/93 - 9/94) from the Donald D. Hammill Foundation. (Co-Principal Investigator)
- "Reading-related phonological processes." \$694,160 (9/88 - 4/93) from NIH/NICHHD. (Principal Investigator)
- "Promoting individual and organizational productivity through practical intelligence." \$780,221 (10/85 - 9/90) from the Army Research Institute. (Co-Principal Investigator).
- "Practical intelligence." \$5,543 (5/85 - 8/85) Research Support Award from the Council on Research and Creativity. (Principal Investigator)

**PUBLICATIONS:**

- Sternberg, R. J., & Wagner, R. K. (1982). Automatization failure in learning disabilities. *Topics in Learning & Learning Disabilities*, 2, 1-11.
- Sternberg, R. J., & Wagner, R. K. (1983). *Understanding intelligence: What's in it for educators?* Report commissioned for A Nation at Risk. Washington, DC: National Commission on Excellence in Education.
- Sebrechts, M. M., Deck, J. G., Wagner, R. K., & Black, J. B. (1984). How human abilities affect component skills in word processing. *Behavioral Research Methods, Instruments, & Computers*, 16, 234-237.
- Wagner, R. K., & Sternberg, R. J. (1984). Alternate conceptions of intelligence and their implications for education. *Review of Educational Research*, 54, 179-223.
- Wagner, R. K., Sebrechts, M. M., & Black, J. B. (1985). Tracing the evolution of knowledge structures during learning. *Behavioral Research Methods, Instruments, & Computers*, 17, 275-278.
- Wagner, R. K., & Sternberg, R. J. (1985). Practical intelligence in real-world pursuits: The role of tacit knowledge. *Journal of Personality and Social Psychology*, 49, 436-458.
- Sternberg, R. J., & Wagner, R. K. (Eds.) (1986). *Practical intelligence: Nature and origins of competence in the everyday world*. New York: Cambridge University Press.
- Wagner, R. K., & Sternberg, R. J. (1986). The role of tacit knowledge in everyday intelligent behavior. In R. J. Sternberg & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 51-83). New York: Cambridge University Press.
- Wagner, R. K. (1986). The search for intraterrestrial intelligence. In R. J. Sternberg & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 361-378). New York: Cambridge University Press.
- Wagner, R. K. (1986). The nature of phonological processing and its implications for disabled readers. *Journal of Learning Disabilities*, 19, 623-630.
- Wagner, R. K., & Sternberg, R. J. (1987). Executive control in reading comprehension. In B. K. Britton & S. M. Glynn (Eds.), *Executive control processes in reading* (pp. 1-21). Hillsdale, NJ: Erlbaum.

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- Wagner, R. K., & Sternberg, R. J. (1987). Tacit knowledge in managerial success. *Journal of Business and Psychology, 1*, 301-312.
- Wagner, R. K., Balthazor, M., Hurley, S., Morgan, S., Rashotte, C., Shaner, R., Simmons, K., & Stage, S. (1987). The nature of prereaders' phonological processing abilities. *Cognitive Development, 2*, 355-373.
- Wagner, R. K., & Torgesen, J. K. (1987). The nature of phonological processing and its causal relations with reading. *Psychological Bulletin, 101*, 192-212.
- Wagner, R. K. (1987). Tacit knowledge in everyday intelligent behavior. *Journal of Personality and Social Psychology, 52*, 1236-1247.
- Sternberg, R. J., & Wagner, R. K. (1988). Individual differences in practical knowledge and its acquisition. In P. L. Ackerman, R. J. Sternberg, & R. Glaser (Eds.), *Learning and individual differences* (pp. 255-278). New York: Freeman and Company.
- Wagner, R. K. (1988). Causal relations between the development of phonological processing abilities and the acquisition of reading skills: A meta-analysis. *Merrill-Palmer Quarterly, 34*, 261-279.
- Zirps, F. A., & Wagner, R. K. (1989). Dual-route, ACT, and PDP models of the acquisition of word-decoding skills. In C. K. Leong & B. S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research, and application* (pp. 157-172). New York: Plenum.
- Torgesen, J. K., Wagner, R. K., Balthazor, M., Davis, C., Morgan, S., Simmons, K., Stage, S., & Zirps, F. (1989). Developmental and individual differences in performance on phonological synthesis tasks. *Journal of Experimental Child Psychology, 47*, 491-505.
- Sternberg, R. J. & Wagner, R. K. (1989). The fate of the trait: A reply to Cantor and Kihlstrom. In R. S. Wyler & T. K. Scrull (Eds.), *Advances in social cognition* (pp. 175-185, Vol. 2). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wagner, R. K., & Sternberg, R. J. (1990). Street smarts. In K. Clark & M. Clark (Eds.), *Measures of leadership* (pp. 493-504) Greensboro, NC: Center for Creative Leadership.

- Torgesen, J. K., Wagner, R. K., Simmons, K., & Laughon, P. (1990). Identifying phonological coding problems in disabled readers: Naming, counting, or span measures? *Learning Disability Quarterly*, *13*, 236-243.
- Wagner, R. K., & Kistner, J. A. (1990). Implications of the distinction between academic and practical intelligence for learning-disabled children. In H. L. Swanson & B. Keogh (Eds.), *Learning disabilities: Theoretical and research issues* (pp. 75-92). Hillsdale, NJ: Erlbaum.
- Wagner, R. K. (1990). Products and processes of practical reasoning. *International Journal of Research in Education*, *14*, 437-454.
- Wagner, R. K. (1991). Managerial tacit knowledge. *Consulting Psychology Bulletin*, *43*, 55-58.
- Wagner, R. K., & Sternberg, R. J. (1991). *The Tacit Knowledge Inventory for Managers (TKIM)*. San Antonio, TX: The Psychological Corporation.
- Wagner, R. K., & Sternberg, R. J. (1991). Tacit knowledge: Its uses in identifying, assessing, and developing managerial talent. In J. Jones, B. Steffy, & D. Bray (Eds.), *Applying psychology in business: The manager's handbook* (pp. 333-344). New York: Lexington.
- Wagner, R. K. (1991). Managerial problem-solving. In R. J. Sternberg & P. Frensch (Eds.), *Complex problem solving: principles and mechanisms* (pp. 159-183). Hillsdale, NJ: Erlbaum.
- Balthazor, M. J., Wagner, R. K., & Pelham, W. E. (1991). The specificity of the effects of stimulant medication on classroom learning-related measures of cognitive processing for attention deficit disorder children. *Journal of Abnormal Child Psychology*, *19*, 35-52.
- Wagner, R. K. (1991). Cognitive complexity at work: A Review of Ceci's On Intelligence...More or Less. *Merrill-Palmer Quarterly*, *37*, 507-510.
- Wagner, R. K. (1991). Intelligence: Past, present, and future. In T. G. Sticht, B. A. McDonald, & M. J. Beeler (Eds.), *The Intergenerational transfer of cognitive skills* (pp. 172-191). Norwood, NJ: Ablex.
- Crowder, R. G., & Wagner, R. K. (1991). *The psychology of reading*. New York: Oxford University Press.

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- Sternberg, R. J., & Wagner, R. K. (1992). Tacit knowledge: An unspoken key to managerial success. *Creativity and Innovation Management*, 1, 5-13.
- Wagner, R. K. (1992). Phonology and reading disability: Solving part of the reading puzzle. A review of Shankweiler and Liberman's Phonology and Reading Disability. *Contemporary Psychology*, 37, 128-129.
- Barker, T. A., Torgesen, J. K., & Wagner, R. K. (1992). The role of orthographic processing skills on five different reading tasks. *Reading Research Quarterly*, 27, 335-359.
- Stage, S. A., & Wagner, R. K. (1992). The development of young children's phonological and orthographic knowledge as revealed by their spellings. *Developmental Psychology*, 28, 287-296.
- Torgesen, J. K., & Wagner, R. K. (1992). Language abilities, reading acquisition, and developmental dyslexia: Limitations and alternative views. *Journal of Learning Disabilities*, 25, 577-581.
- Wagner, R. K. (1992). Practical intelligence. In A. Tuijnman & M. van der Kamp (Eds.), *Learning across the lifespan: Theories, research, policies* (pp. 109-121). Pergamon.
- Sternberg, R. J., & Wagner, R. K. (1993). The *g*-centric view of intelligence and job performance is wrong. *Current Directions in Psychological Science*, 2, 1-4.
- Williams, W. M., Sternberg, R. J., Rashotte, C. A., & Wagner, R. K. (1993). Assessing the value of cooperative education. *Journal of Cooperative Education*, 28, 32-55.
- Wagner, R. K., & Parker, E. (1993). Reasoning about social and practical matters. In D. Detterman (Ed.), *Current Topics in Human Intelligence* (pp. 241-257).
- Sternberg, R. J., Wagner, R. K., & Okagaki, L. (1993). Practical intelligence: The nature and role of tacit knowledge in work and at school. In J. Puckett & H. Reese (Eds.), *Advances in lifespan development* (pp. 205-227). Hillsdale, NJ: Erlbaum.

- Wagner, R. K. (1993). Intraterrestrial intelligence. *Journal of Cooperative Education*, 28, 18-21.
- Wagner R. K. (1993). Practical problem-solving. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. New York: Teacher's College Press.
- Wagner, R. K., Torgesen, J. K., Laughon, P., Simmons, K., & Rashotte, C. A., (1993). Development of young readers' phonological processing abilities. *Journal of Educational Psychology*, 85, 1-20.
- Sternberg, R. J., & Wagner, R. K. (Eds.) (1994). *The mind in context*. Cambridge University Press.
- Wagner, R. K., & Barker, T. A. (1994). The development of orthographic processing ability (pp. 243-276). In V. Berninger (Ed.), *The varieties of orthographic knowledge: Theoretical and developmental issues*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1994). Longitudinal studies of phonological processing and reading. *Journal of Learning Disabilities*, 27, 276-286.
- Wagner, R. K. (1994). Practical intelligence. In R. Sternberg, S. Ceci, E. Hunt, S. Scarr, & J. Matorazzo (Eds.), *The encyclopedia of intelligence* (pp. 821-828). New York: Cambridge University Press.
- Wagner, R. K. (1994). Context counts: The case of cognitive ability testing for job selection. In R. J. Sternberg & R. K. Wagner (Eds.), *The mind in context* (pp. 133-151). Cambridge University Press.
- Wagner, R. K., & Carter, R. L. (1994). Achievement in adulthood. In R. Sternberg, S. Ceci, E. Hunt, S. Scarr, & J. Matorazzo (Eds.), *The encyclopedia of intelligence* (pp. 29-35). New York: Cambridge University Press.
- Wagner, R. K., & Loukides, Z. (1994). Intelligence in the work force. In R. Sternberg, S. Ceci, E. Hunt, S. Scarr, & J. Matorazzo (Eds.), *The encyclopedia of intelligence* (pp. 1158-1164) New York: Cambridge University Press.
- Wagner, R. K. (1994). Practical intelligence. *European Journal of Psychological Assessment*, 10, 162-169.

- Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1994). The development of reading-related phonological processing abilities: New evidence of bi-directional causality from a latent variable longitudinal study. *Developmental Psychology, 30*, 73-87.
- Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. *American Psychologist, 50*, 912-927.
- Oliver, W. L., & Wagner, R. K. (1996). What does the nurture of exceptional performance tell us about the nature of intelligence? In D. K. Detterman (Ed), *Current topics in human intelligence* (pp. 247-255, Vol. 5). Norwood, NJ: Ablex.
- McBride-Chang, C., Manis, F. R., & Wagner, R. K. (1996). Correlates of phonological awareness: Implications for gifted education. *Roeper Review, 19*, 27-30.
- Wagner, R. K., & Stanovich, K. E. (1996). Expertise in reading. In K. A. Ericsson (Ed.), *The Road to Excellence: The Acquisition of Expert Performance in the Arts and Sciences, Sports, and Games* (pp. 189-225). Mahwah, NJ: Erlbaum.
- Wagner, R. K., & Carter, R. L. (1996). Cognitive implications for leadership and administration. In K. Leithwood, J. Chapman, D. Corson, P. Hallinger, & A. Hart (Eds.), *International Handbook of Educational Leadership and Administration* (pp. 447-476). New York: Teacher's College Press.
- Simpson, S. M., Licht, B. G., Wagner, R. K., & Stader, S. L. (1996). The factor structure of children's academic ability-related self-perceptions. *Journal of Educational Psychology, 88*, 387-396.
- Wagner, R. K., & Oliver, W. L. (1996). How to get to Carnegie Hall: Implications of exceptional performance for understanding environmental influences on intelligence. In D. K. Detterman (Ed), *Current topics in human intelligence* (pp. 87-102, Vol. 5). Norwood, NJ: Ablex.
- Wagner, R. K., & McBride-Chang, C. (1996). The development of reading-related phonological processes. *Annals of Child Development, 12*, 177-206.
- Wagner, R. K. (1996). From simple structure to complex function: Major trends in the development of theories, models, and measurements of memory. In R. Lyon & N. Krasnegor (Eds.), *Attention, memory, and executive function* (pp. 139-156). Brooks: Baltimore, MD.

- Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1997). Prevention and remediation of severe reading disabilities: Keeping the end in mind. *Scientific Studies of Reading, 1*, 217-234.
- Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1997). Approaches to the prevention and remediation of phonologically-based reading disabilities. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 287-304). Mahwah, NJ: Erlbaum.
- Licht, B. G., Wagner, R. K., & Simpson, S. M., & Stader, S. L. (1997). Confirmatory factor analyses of academic self-concept scales: Reply to Marsh and Yeung. *Journal of Educational Psychology, 89*, 760-765.
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Alexander, A. W., & Conway, T. (1997). Preventive and remedial interventions for children with severe reading disabilities. *Learning Disabilities: An Interdisciplinary Journal, 8*, 51-62.
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Burgess, S. R., & Hecht, S. A. (1997). The contributions of phonological awareness and rapid automatic naming ability to growth of word reading skills in second to fifth-grade children. *Scientific Studies of Reading, 1*, 161-185.
- McBride-Chang, C., Wagner, R. K., & Chang, L. (1997). Growth modeling of phonological awareness. *Journal of Educational Psychology, 89*, 621-630.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S., Barker, T., Burgess, S., & Garon, T. (1997). Causal relations between the development of phonological processing and reading: A five-year longitudinal study. *Developmental Psychology, 33*, 468-479.
- Wagner, R. K. (1997). Intelligence, training, and employment. *American Psychologist, 52*, 1059-1069.
- Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1998). Phonological processes and reading: Contributions from longitudinal research. *Thalamus, 16*, 30-39.
- Torgesen, J. K., & Wagner, R. K. (1998). Alternative diagnostic approaches for specific developmental reading disabilities. *Learning Disabilities Research and Practice, 13*, 220-232.

- Wagner, R. K. (1998). The roles of knowledge and strategy on cognitive performance: The case of digit span. In S. A. Soraci and W. McIvane (Eds.), *Perspectives on fundamental processes in intellectual functioning, Volume 1: A survey of research approaches* (pp. 367-378). Mahwah, NJ: Erlbaum.
- Torgesen, J. K., Wagner, R. K. & Rashotte, C. A. (1999). *Test of Word Reading Efficiency*. Austin, TX: PRO-Ed.
- Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1999). *Comprehensive Test of Phonological Processing*. Austin, TX: PRO-Ed.
- Wagner, R. K., Sujan, H., Sujan, M., Sternberg, R. J., & Rashotte, C. A. (1999). Tacit knowledge in sales. In R. Sternberg & J. Horvath (Eds.), *Tacit knowledge in the professions* (pp. 155-182). Mahwah, NJ: Erlbaum.
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- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvin, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology, 91*, 1-15.
- Wagner, R. K., & Garon, T. (1999). Learning disabilities in perspective. In R. J. Sternberg & L. Spear-Swerling (Eds.), *Perspectives on learning disabilities*. Boulder, CO: Westview.
- Sternberg, R. J., Forsythe, G. B., Hedlund, J., Horvath, J. A., Wagner, R. K., Williams, W. M., Snook, S., & Grigorenko, E. L. (2000). *Practical Intelligence*. New York: Cambridge University Press.
- Wagner, R. K. (2000). Practical intelligence. In R. Sternberg (Ed.), *Handbook of Human Intelligence* (pp. 380-395). New York: Cambridge University Press.
- Hecht, S. A., Burgess, S. R., Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (2000). Explaining social class differences in growth of reading skills from beginning kindergarten through fourth-grade: The role of phonological awareness, rate of access, and print knowledge. *Reading and Writing: An Interdisciplinary Journal*.
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- Scheckner, S., Rollins, S. A., Kaiser-Ulrey, C., & Wagner, R. K. (2002). School violence in children and adolescence: A meta-analysis of the effectiveness of current interventions. *Journal of School Violence*, *1*, 5-33.
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- Wagner, R. K. (2005). Reading impairment. In P. Strazny (Ed.), *Encyclopedia of Psycholinguistics*. New York: Routledge, Taylor, and Francis.
- Sternberg, R. J., & the Rainbow Project Collaborators (2005). Augmenting the SAT through assessment of analytical, practical, and creative skills. In W. Camara & E. Kimmel (Eds.), *Choosing students. Higher education admission tools for the 21<sup>st</sup> century* (pp. 159-176). Mahwah, NJ: Erlbaum.
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- Ahmed, Y., Wagner, R. K., & Kantor, P. T. (2012). How visual word recognition is affected by developmental dyslexia. In J. S. Adelman (Ed.), *Visual Word Recognition Vol. 2: Meaning and Context, Individuals and Development* (pp. 196-215). Hove, UK: Psychology Press.

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- Guan, C. Q., Ye, F., Wagner, R. K., & Meng, W. (2013). Developmental and individual differences in Chinese writing. *Reading and Writing, 26*, 1031-1056.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A., & Pearson, N. (2013). The Comprehensive Test of Phonological Processing (CTOPP) (2<sup>nd</sup> Ed.). Austin, TX: Pro-Ed.
- Zhang, J., McBride-Chang, C., Wagner, R. K., & Chan, S. (2014). Uniqueness and overlap: Characteristics and longitudinal correlates of native Chinese children's writing in English as a foreign language. *Bilingualism: Language and Cognition, 17*, 347-363.
- Al Otaiba, S., Wagner, R. K., & Miller, B. (2014). "Waiting to fail" redux: Understanding inadequate response to intervention. *Learning Disability Quarterly, 129-133*.
- Kim, Y. S., Park, C. H., & Wagner, R. K. (2014). Is oral/text reading fluency a "bridge" to reading comprehension? *Reading and Writing, 27*, 79-99.
- Ahmed, Y., Kim, Y. S., & Wagner, R. K. (2014). Why we should care about literacy models: Models of reading and writing and how they can elucidate the connection between reading and writing. In B. Miller, P. McCardle, & R. Long (Eds.), *Teaching reading and writing: Improving instruction and student achievement* (pp. 143-152). Baltimore, MD: Paul H. Brookes Publishing

- Spencer, M., Quinn, J. M., & Wagner, R. K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice*, 29, 3-9.
- Fletcher, J. M., & Wagner, R. K. (2014). Accumulating knowledge: When are reading intervention results meaningful? *Journal of Research on Educational Effectiveness*, 7, 294-299.
- Ahmed, Y., Wagner, R. K., & Lopez, D. (2014). Developmental relations between reading and writing at the word, sentence, and text levels: A latent change score analysis. *Journal of Educational Psychology*, 106, 419-434.
- Spencer, M., Wagner, R. K., Schatschneider, C., Quinn, J. M., Lopez, D., & Petscher, Y. (2014). Incorporating RTI in a hybrid model of reading disability. *Learning Disability Quarterly*, 37, 161-171.
- Al Otaiba, S., Kim, Y-S., Wanzek, J., Petscher, Y., & Wagner, R. K. (2014). Long-term effects of first-grade multitier intervention. *Journal of Research on Educational Effectiveness*, 7, 250-267.
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- Quinn, J. M., & Wagner, R. K. (in press). Gender differences in reading impairment and in the identification of impaired readers: Results from a large-scale study of at-risk readers. *Journal of Learning Disabilities*.
- Al Otaiba, S., Connor, C. M., Folsom, J. S., Wanzek, J., Greulich, L., Schatschneider, C., & Wagner, R. K. (in press). To wait in tier 1 or intervene immediately: A randomized experiment examining first grade response to intervention (RTI) in reading. *Exceptional Children*.
- Guan, G. Q., Ye, F., Wagner, R. K., Meng, W., & Leong, C. K. (in press). Text comprehension mediates morphological awareness, syntactic processing, and working memory in predicting Chinese written composition performance. *Journal of Educational Psychology*.
- Greulich, L., Al Otaiba, S., Schatschneider, C., Wanzek, J., Ortiz, M., & Wagner, R. K. (in press). Understanding inadequate response to first-grade multi-tier intervention: Nomothetic and ideographic perspectives. *Learning Disability Quarterly*.

- Wagner, R. K., Herrera, S. K., Spencer, M., & Quinn, J. M. (in press). Reconsidering the simple view of reading in an intriguing case of equivalent models. *Journal of Learning Disabilities*.
- Quinn, J. M., Wagner, R. K., Petscher, Y., & Lopez, D. (in press). Developmental relations between vocabulary knowledge and reading comprehension: A latent change score modeling study. *Child Development*.
- Quinn, J. M., Spencer, M., Wagner, R. K. (in press). Individual differences in phonological awareness and their role in learning to read. In P. Afflerbach (Ed.), *Handbook of individual differences in reading: Reader, text, context*. Routledge.

**INVITED ADDRESSES:**

- Wagner, R. K. (1986). *The role of tacit knowledge in practically intelligent performance*. Colloquium presented at the Center for Creative Leadership, Greensboro.
- Wagner, R. K. (1986). *Tacit knowledge in practically intelligent performance*. Colloquium presented at the Annual Meeting of the Leadership Development Program User Groups, Sanibel Island.
- Wagner, R. K. (1986). *Tacit knowledge and theorizing in the fit between persons and situations*. Invited address presented at the Army Research Institute Conference on the Fit Between Persons and Jobs, Philadelphia.
- Wagner, R. K. (1986). *Theorizing in and out of school*. Invited address presented at the University of Chicago, Chicago.
- Wagner, R. K. (1986). *Tacit knowledge in everyday intelligent behavior*. Colloquium presented at Arizona State University, Tempe.
- Wagner, R. K. (1987). *What Jacques Lacks*. Invited address presented at the Center for Creative Leadership's Research Sponsors Conference, Amelia Island Plantation.
- Wagner, R. K. (1987). *Tacit knowledge in sales: Rules of thumb for selling anything to anyone*. Colloquium presented at the University of Florida, Gainesville.
- Wagner, R. K. (1988). *Conceptions of intelligence: Past, present, and future*. Invited address presented at the Conference on the Intergenerational Transfer of Cognitive Skills, San Diego.

- Wagner, R. K. (1988). *Intraterrestrial intelligence*. Invited presentation to the Meeting of the Board of Trustees, National Commission for Cooperative Education, New York City.
- Wagner, R. K. (1988). *Practical intelligence*. Invited address to the annual meeting of Historically and Predominantly Black Colleges and Universities, Daytona Beach, Florida.
- Wagner, R. K. (1988). *In search of intraterrestrial intelligence*. Invited presentation to the Experienced Persons Workshop on Cooperative Education, Clearwater, Florida.
- Wagner, R. K. & Sternberg, R. J. (1988). *Street smarts*. Invited presentation to the Conference on Psychological Measures and Leadership, San Antonio, Texas.
- Wagner, R. K. (1989). *Products and processes of practical reasoning*. Invited presentation to the American Educational Research Association, San Francisco.
- Wagner, R. K. (1991). *The value of cooperative education*. Invited address to the annual meeting of the Board of Trustees, National Commission for Cooperative Education, New York City.
- Wagner, R. K. (1991). *Practical problem-solving*. Invited address to the Vanderbilt conference on Leadership, Nashville, Tennessee.
- Wagner, R. K. (1991). *Practical intelligence*. Invited address to the conference on Learning Across the Lifespan, University of Groningen, The Netherlands.
- Wagner, R. K. (1993). *Intraterrestrial intelligence: The search for intelligent life in the everyday world*. Colloquium presented at the University of Utah, Salt Lake City.
- Torgesen, J. K., and Wagner, R. K. (1994). *The Florida Intervention Project*. Invited paper presented at the NICHD planning conference for a multisite treatment outcome study of dyslexia.
- Wagner, R. K. (1994). *Latent variable and growth curve methodologies for research on dyslexia*. Invited paper presented at the NICHD planning conference for a multisite treatment outcome study of dyslexia.

- Torgesen, J. K., & Wagner, R. K. (1995). *Alternative diagnostic approaches for specific developmental reading disabilities*. Invited paper presented at the National Academy of Sciences/Board on Testing and Assessment Workshop on Alternatives to IQ Testing, Washington, DC.
- Wagner, R. K., & Stanovich, K. E. (1995). *Expertise in reading*. Invited address to the Wakulla Conference on the Acquisition of Expertise, Florida.
- Wagner, R. K. (1995). *Reading-related phonological processes*. Invited address to the Florida Orton Society, Gainesville, Florida.
- Wagner, R. K. (1995). *Testing common sense: Implications for managers*. Invited address to the Norwegian School of Management, Sandvika, Norway.
- Wagner, R. K. (1995). *Testing common sense. Invited address to the Board on Testing and Assessment*, National Academy of Sciences, J. Erik Jonsson Woods Hole Center, Massachusetts.
- Wagner, R. K. (1996). *Growth of reading-related phonological processes*. Invited address to the Florida Orton Society, Tallahassee, Florida.
- Wagner, R. K. (1997). *Lessons from legendary performers*. Minnesota Conference on Individual Differences and Learning, Minneapolis, MN.
- Wagner, R. K. (1997). *Achieving superior levels of performance: Implications of the study of practical intelligence*. Invited address to the Army After Next Conference, Washington, DC.
- Wagner, R. K. (1998). *Reading-related phonological processes*. Invited address to the Department of Psychology, Chinese University of Hong Kong.
- Wagner, R. K. (1998). *Practical intelligence*. Invited address to the Department of Psychology, Chinese University of Hong Kong.
- Wagner, R. K. (1998). *Conceptualizing and measuring reading-related phonological processes*. Invited address to Peabody College, Vanderbilt University.
- Wagner, R. K. (2000). *Preventing reading failure*. Invited address to the Committee on Representation of Minorities in Special Education, National Research Council/National Academy of Sciences. Beckman Center, Irvine California.

- Wagner, R. K., (2002). *Practical intelligence*. Invited address to the Institute of Education, Kyunghee University, Seoul, Korea.
- Wagner, R. K., (2002). *Applying practical intelligence to employment*. Invited address to the Korean Society for Industrial/Organizational Psychology, Seoul, Korea.
- Wagner, R. K., (2002). *Phonological processing*. Invited address to the BK21 Group of Child Psychology and Education, Seoul, Korea.
- Wagner, R. K., (2002). *Practical intelligence: Implications for learning*. Invited address to the Department of Education, Seoul National University.
- Wagner, R. K., (2002). *Understanding and assessing preschooler's phonological sensitivity*. Invited presentation to the Colorado Multidisciplinary Learning Disabilities Center meeting, Kahola, Hawaii.
- Wagner, R. K., Muse, A. E., Stein, T. L., Cukrowicz, K. C., Harrell, E. R., Rashotte, C. A., Samwel, C. S. (2002) *How to assess reading-related phonological abilities*. Invited address to the NDRF Conference on Effective Preventions and Interventions for Children At-Risk of Reading Difficulties or with Identified Reading Disabilities. Kahola, Hawaii.
- Wagner, R. K. (2003). *Assessment of reading problems: Two lessons and a fortuitous potential opportunity*. Invited address to the National Symposium on Learning Disabilities in English Language Learners. Washington, DC.
- Wagner, R. K. (2004). *Assessing English language learners with learning disabilities*. Invited address to an NIH conference on a research agenda for English language learners with learning disabilities. Washington, DC.
- Schatschneider, C., Torgesen, J., Wagner, R. K., Buck J., Powell-Smith (February, 2004). *The importance of vocabulary knowledge in the prediction of reading comprehension: A study of third, seventh, and tenth grade students*. Invited address at the Conference on Vocabulary and Reading Comprehension. Captiva, Florida.
- Wagner, R. K. (2005). *Vocabulary development*. Invited address to the National Institute for Literacy. Washington, DC.
- Wagner, R. K. (2005). *Tacit Knowledge*. Invited address to the University of Kyoto. Kyoto, Japan.

- Wagner, R. K. (2007). *Large-scale classification studies of dyslexia*. Invited address to the 10<sup>th</sup> National Conference on Dyslexia, Jyvaskyla, Finland.
- Wagner, R. K. (2007). *NIH multidisciplinary learning disabilities center*. Invited address to the 10<sup>th</sup> National Conference on Dyslexia, Jyvaskyla, Finland
- Wagner, R. K. (2007). *New approaches for identification and classification*. Invited address to the 34<sup>th</sup> Annual Conference on Dyslexia and Related Learning Disabilities of the New York Branch of the International Dyslexia Association.
- Wagner, R. K. (2007). *Prediction and prevention of learning disabilities*. Invited address to the 57<sup>th</sup> Annual Conference of the International Dyslexia Association.
- Wagner, R. K. (2008). *Prediction and prevention of learning disabilities*. Invited address to Southwestern Branch of the International Dyslexia Association.
- Wagner, R. K. (2008). *Prediction, prevention, and remediation of dyslexia*. Invited address to Harvard University Medical School.
- Wagner, R. K. (2008). *The genetics of dyslexia*. Invited address presented to the Nemours Foundation, Jacksonville, Florida.
- Wagner, R. K. (2008). *Dyslexia deciphered*. Invited address presented to the Nemours Foundation, Jacksonville, Florida.
- Wagner, R. K. (2009). *Three things we need to know about writing*. Invited address to the NICHD/NIFL Conference on Setting a Research Agenda for Writing. Washington, DC.
- Wagner, R. K. (2009). *Large-scale assessment of reading*. Invited address to the National Taiwan Normal University, Taiwan.
- Wagner, R. K. (2009). *Using assessment to improve instruction*. Keynote address to the Evaluation for Quality Education Conference, Taiwan.
- Wagner, R. K., & Ahmed, Y. (2009). *Large-scale studies of dyslexia in Florida*. Invited address to the Annual Meeting of the International Dyslexia Association, Orlando.
- Wagner, R. K. (2010). *Common myths about dyslexia and recent advances in instruction*. Invited address to the Dyslexia Foundation/YangMing University Symposium, Taiwan.

- Wagner, R. K. (2010). *Key issues in early identification*. Invited address to the Dyslexia Foundation/YangMing University Symposium, Taiwan.
- Wagner, R. K. (2010). *New developments in reading disability from large-scale studies*. Keynote address to the Georgia International Dyslexia Association, Atlanta, Georgia.
- Wagner, R. K. (2010). *Lessons learned*. Invited address to the Grade Level Reading Initiative Meeting, Atlanta, Georgia.
- Wagner, R. K. (2010). *Using assessment to improve instruction*. Invited address to the Trial Teaching Method Conference, Shenzhen, China.
- Wagner, R. K. (2010). *Using assessment to improve instruction for positive results*. Invited address to the Conference on Positive Psychology, Beijing, China.
- Wagner, R. K., Quinn, J., and Lopez, D. (2010). *Sex differences in dyslexia*. Invited address to the Yale Child Study Center, New Haven, Connecticut.
- Wagner, R. K. (2010). *A role for intervention research*. Invited address to the NICHD meeting on Executive Functioning, Washington, DC.
- Wagner, R. K. (2010). *More effective and earlier identification: One potentially useful strategy and a new statistic*. Invited address to the NICHD meeting on Reading and Mathematics Disabilities, Washington, DC.
- Lopez, D., & Wagner, R. K. (2011). *The role of handwriting fluency in written composition*. Invited address to the Annual Meeting of the Learning Disabilities Association of America, Jacksonville.
- Wagner, R. K. (2011). *Dyslexia deciphered*. Invited address to the RESCOM Meeting, University of Western Sydney, Australia.
- Wagner, R. K. (2011). *The role of vocabulary in reading comprehension disability*. Invited address to the RESCOM Meeting, University of Western Sydney, Australia.
- Wagner, R. K. (2011). *In search of a more stable phenotype of dyslexia*. Invited address given to the University of Jyväskylä, Finland.
- Wagner, R. K. (2012). *Modeling the development of writing*. Invited address to the Key Laboratory, Beijing Normal University.

- Wagner, R. K. (2012). *Modeling the development of writing*. Invited address to the COST Action Meeting, University of Poitiers, France.
- Wagner, R. K. (2012). *To know a word*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2012). *To know a word*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2012). *Foundations of the development of reading comprehension*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2012). *A constellation model of reading disability*. Invited address to the Taiwan Association for Learning Disabilities, Taiwan.
- Wagner, R. K. (2012). *A causal indicator model of reading comprehension*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2012). *Modeling the co-development of literacy and language skills*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2012). *In search of a more stable phenotype of dyslexia*. Invited address given to the National Graduate School in Educational Science (NARED), University of Oslo, Norway.
- Wagner, R. K. (2013). *A causal indicator model of reading comprehension*. Invited address given to the College of Education, Texas A&M University, College Station, Texas.
- Wagner, R. K. (2014). *Distinguished Research Contribution Award Address*. Invited address given to the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

**PAPER PRESENTATIONS:**

Approximately 100 papers and posters given at national and international conferences, including these recent ones:

Wagner, R. K. (2010). *Racing toward indeterminacy (RTI)?* Paper presented at the Annual Meeting of the National Association of School Psychologists, Chicago.

Wagner, R. K. (2010). *New developments in dyslexia: Specific reading comprehension disability.* Paper presented at the Annual Meeting of the International Dyslexia Associations, Orlando.

Wagner, R. K. (2010). *Relations between components of reading and reading comprehension.* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Berlin.

Wagner, R. K. (2011). *Latent change score models.* Paper presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego.

Wagner, R. K., Spencer, M., Tighe, E., & Muse, A. (2011). *Dimensionality of morphological awareness.* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Florida.

Wagner, R. K. (2012). *Predicting and preventing the development of learning disabilities.* Paper presented at the Annual Meeting of the International Dyslexia Associations, Baltimore.

Wagner, R. K., Spencer, M., & Tighe, E. (2012). *A causal indicator model of the role of morphology in reading comprehension.* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Montreal.

**MEMBERSHIP IN PROFESSIONAL SOCIETIES:**

American Psychological Association  
American Psychological Society  
American Educational Research Association  
Psychonomic Society  
Society for the Scientific Study of Reading

**RESEARCH INTERESTS:**

My major area of research interest is the acquisition of complex cognitive knowledge and skills, which I have pursued in two domains. In the domain of reading, my research has focused on the role of reading-related phonological processing abilities in normal and abnormal development of reading skills, psychometric issues related to their measurement, their use in the prediction, prevention, and remediation of dyslexia, and in the origin of individual and developmental differences in reading comprehension. In the domain of human intelligence, my research has focused on the role of practical knowledge and intelligence in intellectual performance manifested outside the classroom setting, and various measurement issues.

**TEACHING INTERESTS:**

At the undergraduate level, I routinely teach introduction to research design and statistics and a follow-up “hands-on” research seminar for honor’s students. At the graduate level, I teach a pair of courses on multivariate analysis (multivariate data analysis with latent variables; multivariate data analysis with observable variables), a course on meta-analysis, and a seminar in the psychology of reading. I also have taught courses in cognitive development, developmental psychology, and introductory psychology.

**Biographic Summary**

Richard Wagner is the Robert O. Lawton Distinguished Professor of Psychology and holds the Eugenia and W. Russell Morcom Endowed Chair. He serves as an Associate Director of the Florida Center for Reading Research. He earned a Ph.D. in cognitive psychology from Yale University in 1985. He previously earned a Master’s Degree in School Psychology from the University of Akron, and before embarking in his research career, he completed a year of internship and two years of experience as a school psychologist. His major area of research interest is the acquisition of complex cognitive knowledge and skills, which he has pursued in two domains. In the domain of reading, his research has focused on the role of reading-related phonological processing abilities in normal and abnormal development of reading skills, in the prediction, prevention, and remediation of dyslexia, and in understanding origins of individual and developmental differences in reading comprehension. In the domain of human intelligence, his research has focused on the role of practical knowledge and intelligence in intellectual performance manifested outside the classroom setting. His work has addressed a variety of measurement issues and practical considerations involving assessment of constructs in the domains of language, reading, and intelligence. He has coauthored a test of practical

intelligence called the *Tacit Knowledge Inventory for Managers* published by the Psychological Corporation, and is coauthor of tests of phonological processing (*Comprehensive Test of Phonological Processes in Reading*), reading (*Test of Word Reading Efficiency, Test of Silent Reading Efficiency and Comprehension*), and early literacy (*Test of Preschool Early Literacy*) published by PRO-Ed. He served as a member and as chair of the Advisory Board of the National Institute for Literacy, and currently is a member of NICHD advisory council. He is the principal investigator of an NICHD Multidisciplinary Learning Disabilities Center.