

CURRICULUM VITAE

Amy Gillespie Rouse

Associate Professor

Southern Methodist University, Department of Teaching and Learning
6401 Airline Road, Office 314E, Dallas, TX 75205
(757) 761-2929 ♦ agrouse@smu.edu

EDUCATION

- Ph.D.** Vanderbilt University, Nashville, TN
August 2014 Special Education
- Master of Teaching** University of Virginia, Charlottesville, VA
2003, with honors Special Education (K-12) – Emotional and Behavior Disorders, Learning Disabilities
- Bachelor of Arts** University of Virginia, Charlottesville, VA
2003, with honors Sociology

PROFESSIONAL WORK EXPERIENCE

- Associate Professor** (2021-present)
Department Chair, ad interim
Department of Teaching and Learning, Southern Methodist University, Dallas, TX
- Assistant Professor** (2014-2021)
Department of Teaching and Learning, Southern Methodist University, Dallas, TX
- IES Predoctoral Fellow** (2009-2014)
Department of Special Education, Vanderbilt University, Nashville, TN
- Elementary Inclusion Teacher**, grades K & 1 (2007-2009)
Virginia Beach City Public Schools, Virginia Beach, VA
- Elementary Resource Teacher**, grades 2-5 (2004-2007)
Chesapeake City Public Schools, Chesapeake, VA
- High School Inclusion Teacher**, grades 9-11 (2003-2004)
Montgomery County Public Schools, Shawsville, VA

PUBLICATIONS

Google Scholar: 1226 citations, h-index of 13, i10-index of 15

*Denotes a publication with a student

PEER-REVIEWED JOURNALS

*Conner, C., Allor, J. H., Stewart, J., Kearns, D. M., & **Gillespie Rouse, A.** (2022). A synthesis of reading comprehension interventions and measures for students with autism spectrum disorder and intensive support needs. *Review Journal of Autism and Developmental Disorders*. Online first publication.

Joshi, R. M., Wijekumar, K., & **Gillespie Rouse, A.** (2022). International perspectives on spelling and writing in different orthographies: Introduction to the special series. *Journal of Learning Disabilities*, Online first publication.

Rouse, R.J., & **Gillespie, Rouse A.** (2021). Taking the maker movement to school: A systematic review of preK-12 school-based makerspace research. *Educational Research Review*, Online first publication.

Gillespie Rouse A., Kiuahara, S. A., & Kara. Y. (2021). Writing-to-learn in elementary classrooms: A national survey of U.S. teachers. *Reading and Writing: An Interdisciplinary Journal*, 34(9), 2381-2415.

*Graham, S., Hebert, M., Fishman, E., Ray, A. B., & **Gillespie Rouse, A.** (2020). Do children classified with specific language impairment experience writing difficulties? A meta-analysis. *Journal of Learning Disabilities*, 53(4), 292-310.

*Kiuahara, S. A., **Gillespie Rouse, A.**, Dai, T., Witzel, B., Morphy, P., & Unker, B. (2020). Constructing written arguments to develop fraction knowledge. *Journal of Educational Psychology*, 112(3), 584-607.

Gillespie Rouse, A., & Rouse, R. (2019). Third graders' use of writing to facilitate learning of engineering concepts. *Journal of Research in Science Teaching*, 56(10), 1406-1430.

Rouse, R. J., & **Gillespie Rouse, A.** (2019). Authors and engineers: Applying engineering principles to create pop-up books. *Science and Children*, 56(6), 58-63.

*Al Otaiba, S., **Gillespie Rouse, A.**, & Baker, K. (2018). Elementary-grade intervention

approaches to treat specific learning disabilities, including dyslexia. *Language, Speech, and Hearing Services in Schools*, 49, 829-842.

- ***Gillespie Rouse, A.**, & Sandoval, A. M. (2018). Writing interventions for students With learning disabilities: Characteristics of recent research (2008-2017). *Learning Disabilities: A Multidisciplinary Journal*, 23(2), 1-17.
- Wilhelm, A. G., **Gillespie Rouse, A.**, & Jones, F. (2018). Exploring differences in measurement and reporting of classroom observation inter-rater reliability. *Practical Assessment, Research & Evaluation*, 23(4), 1-16.
- Gillespie Rouse, A.**, Graham, S., & Compton, D. (2017). Writing to learn in science: Effects on grade 4 students' understanding of balance. *The Journal of Educational Research*, 110(4), 366-379.
- Gillespie Rouse, A.**, & Kiuvara, S. (2017). SRSD in writing and professional development for teachers: Practice and promise for elementary and middle school students with learning disabilities. *Learning Disabilities Research and Practice*, 32(3), 180-188.
- Olinghouse, N., Graham, S., & **Gillespie, A.** (2015). The relationship of discourse and topic knowledge to fifth-graders' writing performance. *Journal of Educational Psychology*, 107(2), 391-406.
- Gillespie, A.**, & Graham, S. (2014). A meta-analysis of writing interventions for students with learning disabilities. *Exceptional Children*, 80(4), 454-473.
- Gillespie, A.**, Graham, S., Kiuvara, S., & Hebert, M. (2014). High school teachers' use of writing to support students' learning: A national survey. *Reading and Writing: An Interdisciplinary Journal*, 27(6), 1043-1072.
- Gillespie, A.**, Olinghouse, N., & Graham, S. (2013). Fifth-grade students' knowledge about writing process and writing genres. *The Elementary School Journal*, 113(4), 565-588.
- Graham, S., **Gillespie, A.**, & McKeown, D. (2013). Writing: Importance, development, and instruction. *Reading and Writing: An Interdisciplinary Journal*, 26(1), 1-15.
- Hebert, M., **Gillespie, A.**, & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing: An Interdisciplinary Journal*, 26(1), 111-138.

Raver, S. A., Michalek, A. P., & **Gillespie, A.** (2011). Stressors and life goals of caregivers of individuals with disabilities. *Journal of Social Work in Disability & Rehabilitation, 10*(2), 115-128.

BOOK AND HANDBOOK CHAPTERS

Gillespie, Rouse A. (in press). Treatment fidelity in writing intervention research. *Studies in Writing Series: Conceptualizing, Designing, Implementing, and Evaluating Writing Interventions*. Brill.

***Gillespie Rouse, A.**, Sandoval, A. M., & Mogensen, M. K. (accepted). Examining the impact of an integrated STEM and writing-to-learn unit on third graders' writing knowledge and writing performance. *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham*.

Gillespie Rouse, A. (2019). Instruction for students with special needs. In S. Graham, C. MacArthur, & M. Hebert (Eds.), *Best practices in writing instruction (3rd edition)* (pp. 361-384). New York: The Guilford Press.

Graham, S., **Gillespie Rouse, A.**, & Harris, K.R. (2018). Scientifically supported writing practices. In A. O'Donnell (Ed.), *Oxford handbook of educational psychology* (pp 1-57). Oxford, England: Oxford University Press.

Gillespie Rouse, A., & Graham, S. (2017). Teaching writing to adolescents: The use of evidence-based practices. In K. Hinchman & D. Appleman (Eds.), *Adolescent Literacy: A handbook of practice-based research* (pp. 443-456). New York: The Guilford Press.

Gillespie Rouse, A., & Collins, A. A. (2016). Effective and ineffective writing practices for students with disabilities. In B. Cook, M. Tankersley, & T. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 29, pp. 61-84). Bradford, UK: Emerald Group Publishing Limited.

Gillespie Rouse, A., & Graham, S. (2016). Best practices in writing instruction for students with learning disabilities. In R. Schiff & M. Joshi (Eds.), *Interventions in learning disabilities: A handbook on systematic training programs for individuals with learning disabilities* (pp. 175-190). Switzerland: Springer International Publishing.

INVITED PUBLICATIONS

Gillespie Rouse, A. (2021). Review of *Writing in Education: The Art of*

Writing for Educators by E. Chase, N. P. Morabito & S. Abrams. *Teachers College Record*, <https://www.tcrecord.org/Content.asp?ContentId=23671>

Gillespie, A., & Graham, S. (2014). LD HotSheet: Written expression. *Division for Learning Disabilities (DLD) of the Council for Exceptional Children*, <http://www.teachingld.org>

Gillespie, A., & Graham, S. (2011). Evidence-based practices for teaching writing. *Better Evidence-Based Education*, 3(2), 4-5.

MANUSCRIPTS UNDER REVIEW

*Wang, M., Walkington, C., & **Gillespie Rouse, A.** (2021, revise and resubmit). A meta-analysis on the effects of problem-posing in mathematics education. [Manuscript submitted for publication].

PROFESSIONAL PRESENTATIONS

INTERNATIONAL CONFERENCES

Rouse, R., & **Gillespie Rouse, A.** (2021, September). A systematic review of PreK-12 school-based makerspace research. Paper presented at the European Science Education Research Association virtual conference.

Gillespie Rouse, A., & Sandoval, A. (2019, April). Writing interventions for students with learning disabilities: A systematic review of recent research. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Olinghouse, N. G., Graham, S., & **Gillespie, A.** (August 2014). The relationship of discourse and topic knowledge to fifth-graders' writing performance. Paper presented at the European Association for Research on Learning and Instruction: Writing Special Interest Group Conference. Amsterdam, The Netherlands.

McKeown, D., Brindle, M., Harris, K., Graham, S., Collins, A., & **Gillespie, A.** (2014, February). Practice-based professional development for differentiating SRSD in writing. In S. A. Kiuvara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children*. Symposium conducted at Writing Research Across Borders III, Paris, France.

Gillespie, A., & Rowe, D. R. (2012, July). Becoming a writer: Examining preschoolers'

interactions, modes of participation, and use of resources at a science writing center. Poster presented at the biennial meeting of the International Conference of the Learning Sciences, Sydney, Australia.

Hebert, M. A., **Gillespie, A.**, & Graham, S. (2010, July). Using writing to improve reading: A meta-analysis. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.

NATIONAL CONFERENCES

Gillespie Rouse, A., & Rouse, R. J., (2022, April). A systematic review of PreK-12 school-based makerspace research. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Gillespie Rouse, A., & Mogensen, M. K. (2021, December). Examining the impact of an integrated STEM and writing-to-learn unit on third graders' writing knowledge and performance. Paper presented at the annual meeting of the Literacy Research Association conference, virtual meeting.

Gillespie Rouse, A., & Kiuahara, S. A. (2020, December). Writing-to-learn in elementary classrooms: A national survey of teachers in the US. Paper presented at the annual meeting of the Literacy Research Association conference, virtual meeting.

Gillespie Rouse, A. (2020, November). Writing instruction for struggling writers and students with disabilities. Invited keynote presentation at The Ohio School Psychologists Association annual conference, virtual meeting.

Rouse, R. J., & **Gillespie Rouse, A.** (2020, April). Supporting teachers' use of writing-to-learn in elementary engineering instruction. Invited presentation at the annual meeting of the National Science Teaching Association, Boston, MA. (Conference cancelled)

Gillespie Rouse, A., & Rouse, R. J. (2020, February). How teachers can use writing to support students' learning of elementary engineering concepts. Special session for awards recipients at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. (Conference cancelled)

Gillespie Rouse, A., Kiuahara, S. A., Chow, J., & Ahn, C. (2019, February). Writing to learn in elementary classrooms: Results of a national survey. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

- Gillespie Rouse, A.**, & Rouse, R. J. (2017, February). Writing to learn elementary engineering concepts. In S. Graham & K. Harris (Chairs), *Enhancing reading, writing, and learning among struggling and typical learners*. Symposium conducted at the Pacific Coast Research Conference, San Diego, CA.
- Gillespie Rouse, A.**, & Rouse, R. J. (2016, December). Third graders' use of writing to facilitate learning of engineering concepts. In **A. Gillespie Rouse** (Chair), *Writing and STEM: Performance of diverse learners in elementary and middle grades*. Symposium conducted at the Literacy Research Association conference, Nashville, TN.
- Kiuhara, S. A., **Gillespie Rouse, A.**, Dai, T., & Tolbert, M. (2016, December). Mathematical reasoning through writing: 4th to 6th graders at tier 2. In A. Gillespie Rouse (Chair), *Writing and STEM: Performance of diverse learners in elementary and middle grades*. Symposium conducted at the Literacy Research Association conference, Nashville, TN.
- Gillespie Rouse, A.**, & Rouse, R. J. (2016, April). Designing and authoring pop-up books to facilitate third graders' understanding of engineering concepts. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Kiuhara, S. A., Witzel, B., Dai, T., **Gillespie Rouse, A.**, & Unker, B. (2016, April). Understanding fractions via writing-to-learn arguments within a multi-tiered system of supports. In S. Kiuhara & B. Witzel (Chairs), *Overcoming difficult areas in mathematics for students with disabilities: Potential approaches and interventions*. Symposium conducted at the Council for Exceptional Children, St. Louis, MO.
- Kiuhara, S. A., Witzel, B., Dai, T., **Gillespie Rouse, A.**, & Unker, B. (2016, February). Developing math reasoning and understanding of fractions via writing-to-learn arguments within the SRSD instructional framework. In S. Graham (Chair), *Writing, science, and math: Writing competence and evidence-based practices*. Symposium conducted at the Pacific Coast Research Conference, San Diego, CA.
- Gillespie Rouse, A.**, Graham, S. & Compton. (2015, April). Writing to learn in elementary science. In S. A. Kiuhara (Chair), *Writing to learn in science and mathematics*. Symposium conducted at the Council for Exceptional Children, San Diego, CA.

- Gillespie Rouse, A.**, Graham, S., & Compton, D. (2015, February). Writing to learn in elementary science. Poster presented at the annual meeting of the the Pacific Coast Research Conference, San Diego, CA.
- McKeown, D., Brindle, M., Harris, K., Graham, S., **Gillespie, A.**, & Collins, A. (2014, April). Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2. Paper presented at the Council for Exceptional Children, Philadelphia, PA.
- Gillespie, A.**, & Graham, S. (2013, April). What works? Teaching writing to students with learning disabilities. Paper presented at the Council for Exceptional Children, San Antonio, TX.
- Gillespie, A.**, & Graham, S. (2013, February). A meta-analysis of writing interventions for students with learning disabilities. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- McKeown, D., Harris, K., Brindle, M., Graham, S., **Gillespie, A.**, & Collins, A. (2013, February). Project differentiate: A mixed methods SRSD study of professional development and its impact on teacher differentiation and student writing outcomes. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- Gillespie, A.**, Olinghouse, N., & Graham, S. (2012, February). Fifth-grade students' knowledge about writing process and writing genres. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N., Graham, S., & **Gillespie, A.** (2012, February). Content and discourse knowledge: Predictors of writing quality in fifth-grade students. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Gillespie, A.**, Hebert, M., & Graham, S. (2011, April). Comparing the effects of various writing activities on reading comprehension: A series of meta-analyses. Paper presented at the American Educational Research Association, New Orleans, LA.
- Graham, S., **Gillespie, A.**, & Hebert, M. (2011, April). Writing-to-read: Using writing to improve students' reading. Paper presented at the Council for Exceptional Children, National Harbor, MD.
- Hebert, M. A., **Gillespie, A.**, & Graham, S. (2010, June). Matching writing activities to

reading outcomes: A meta-analysis comparing the effects of different writing activities. Poster presented at the Institute of Education Sciences, National Harbor, MD.

GRANTS

PENDING

Co-principal Investigator. Office of English Language Acquisition, US Department of Education, *Projects TELLS: Targeting Early English Language and Literacy Skills*, Amount requested: \$2,582,662. (CoPIs: Brenna Rivas, Karla del Rosal).

FUNDED

Principal Investigator (2020-2021). Southern Methodist University Provost's Performance-Based Funding, *Increasing Research Productivity and Efficiency in the Department of Teaching and Learning*. Funded: \$140,000. (CoPIs: Stephanie Al Otaiba, Jill Allor, Francesca Go, Jan Mallett, Quentin Sedlacek, Candace Walkington, Jeanna Wieselmann, Annie Wilhelm).

Principal Investigator (2014-2015). Southern Methodist University Research Council, *Authoring Knowledge: Using Writing to Learn Science and Engineering Concepts*. Funded: \$5,000.

Principal Investigator (2016-2017). Southern Methodist University Teaching and Technology Grant. Funded: \$500.

UNFUNDED

Principal Investigator (2021). Spencer Foundation Small Grant, *Bridging Curriculum Gaps: An Examination of Online Materials Available to Supplement Secondary Writing Instruction*. Amount requested: \$49,852

Principal Investigator (2020). National Science Foundation, *CAREER: Designing Integrated Engineering and Writing Instruction for Elementary Students With Learning Disabilities*. Amount requested: \$378,787.

Principal Investigator (2020). Spencer Foundation Large Grant, *Examining the Impact of Upper-Elementary Teachers' Use of Writing-to-Learn Instruction on Students' Writing and STEM Performance*. Amount requested: \$499,354. (CoPI: Stephanie Al Otaiba).

Principal Investigator (2018). National Science Foundation, *CAREER: Designing*

Integrated Engineering and Writing Instruction for Elementary Students With Learning Disabilities. Amount requested: \$391,404.

Principal Investigator (2017). National Science Foundation, *CAREER: Designing Elementary Engineering Instruction for Students with Learning Disabilities*. Amount requested: \$398,254.

Co-Principal Investigator (2017). Lyle School of Engineering Research Seed Funding, *Supporting Prek-12 Teachers Implementing Maker-Based STEM Instruction*. Amount requested: \$26,000. (CoPIs: Kate Canales, Katie Krummeck, & Rob Rouse).

Principal Investigator (2016). Spencer/National Academy of Education Postdoctoral Fellowship Grant, *Elementary Engineering Education for All: Students with Learning Disabilities as Paper Engineers*. Amount requested: \$55,000.

Co-Principal Investigator (resubmittal, 2016). Institute of Education Sciences, *Developing an Intensive Text-Based Curriculum and Delivery System for Students with Intellectual Disability (Project Deliver)*. Amount requested: \$1,500,000. (CoPIs: Jill Allor, Stephanie Al Otaiba, Endia Lindo, & Paul Yovanoff).

Co-Principal Investigator (2015). Institute of Education Sciences, *Developing an Intensive Text-Based Curriculum and Delivery System for Students with Intellectual Disability (Project Deliver)*. Amount requested: \$1,500,000. (CoPIs: Jill Allor, Stephanie Al Otaiba, Endia Lindo, & Paul Yovanoff).

PROFESSIONAL HONORS AND AWARDS

2021	Selected to Provost's Emerging Leaders Program
2020	Article awarded NSTA's Worth-Reading Research for Practitioners, NARST conference
2019	Selected to participate in IES Meta-Analysis Training Institute
2017-2018	Wiley Top 20 Most Downloaded Article, <i>Learning Disabilities Research & Practice</i>
2013-2014	Special Education Department Scholarship, Vanderbilt University
2013	Special Education Dissertation Grant, Vanderbilt University
2009-2014	Institute of Education Sciences Pre-doctoral Fellowship, Experimental Education Research Training Program, Vanderbilt University

SERVICE

EDITORIAL BOARDS

2021-present Journal of Educational Psychology
 2017-present Associate Editor, Journal of Learning Disabilities
 2016-present Exceptionality
 2014-present Teaching Exceptional Children
 2020 Principal Reviewer, Journal of Educational Psychology
 2017-2020 Journal of Educational Psychology
 2014-2017 Principal Reviewer, Journal of Educational Psychology

GUEST EDITOR

2013 Reading and Writing: An Interdisciplinary Journal (Special Issue)

GUEST REVIEWER

Educational Psychologist, Exceptional Children, Learning Disability Quarterly, Learning Disabilities Research & Practice, Reading and Writing: An Interdisciplinary Journal, Research in the Teaching of English, Review of Educational Research, The Elementary School Journal, The New Educator

SOUTHERN METHODIST UNIVERSITY

2021-present President's Commission on the Status of Women
 2021-present Graduate Studies Committee
 2019-present Chair, Policy and Advisory Committee
 2018-present Simmons Research Council
 2014-present Literacy/SPED Committee
 2017-2019 Curriculum Committee, National Center for Leadership in Intensive Intervention
 2016-2019 National Center for Leadership in Intensive Intervention, Faculty Affiliate

COMMUNITY

2015-present Presenter, Beginning Teachers Institute, Dallas, TX
 2019-2020 School Support and Professional Development for Writing-to-Learn in Science, Gabe P. Allen Elementary, Dallas, TX

2014-2017 Literacy Consultant, The Lamplighter School, Dallas, TX

UNIVERSITY COURSES TAUGHT

SOUTHERN METHODIST UNIVERSITY

EDU 7309 Meta-Analysis Methods, Doctoral
 EDU 6368 Evaluating and Teaching Writing, Undergraduate and Graduate
 EDU 6361 Applied Research Capstone, Graduate
 EDU 6336 Reading and Writing to Learn, Undergraduate and Graduate
 EDU 6327 Learning to Read and Write, Undergraduate and Graduate
 EDU 6129 Practicum for Teaching Early Reading and Writing, Graduate
 EDU 6229 Methods for Teaching Early Reading and Writing, Graduate

VANDERBILT UNIVERSITY

SPED 2800 Characteristics of Students with High Incidence Disabilities,
 Undergraduate
 SPED 2840 Instructional Principles and Procedures in Writing and Language
 Instruction for Students with Disabilities, Undergraduate
 SPED 3835 Instructional Principles and Procedures in Writing and Language
 Instruction for Students with Disabilities, Graduate

ADVISING

DOCTORAL COMMITTEE MEMBER

Keller Mogensen (advisor, in progress)
 Min Wang (graduated 2021)
 Carlin Conner (graduated 2020)
 Ashley Sandoval (Co-Chair, graduated 2020)

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Council for Exceptional Children
 Literacy Research Association
 National Association of Research in Science Teaching