



ReadyGEN Co-Author
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Sharon Vaughn is the Manuel J. Justiz Chair and Professor at the University of Texas and also the Executive Director of the Meadows Center for Preventing Educational Risk and the Vaughn Gross Center for Reading and Language Arts at the University of Texas. She leads more than five major initiatives funded by the U.S. Department of Education, the National Institute for Child Health and Human Development, and the Texas Education Agency, including a large-scale, multi-year investigator of reading comprehension, a response to intervention (RTI) project, an intervention research study of reading comprehension and vocabulary, and a large-scale, multiple-site response to intervention research study and an intervention study examining the relative effects of reading intervention and mentoring on preventing drop-out with secondary students who are English language learners. She is the co-developer of the Texas Reading Academies (University of Texas System/Texas Education Agency) that have been used for teacher education throughout Texas and the nation.

Dr. Vaughn is a program author on *ReadyGEN* and the Biliteracy pathway for *ReadyGEN*. Her contributions to the pedagogical foundations of the program include driving the foundational skills scope and sequence, literacy development, English language learner scaffolding and small group instructional strategies.

Dr. Vaughn has published more than ten books and over one hundred research articles. She serves on the editorial board of more than ten research journals, including the Journal of Educational Psychology, the American Educational Research Journal, The Journal of Research on Educational Effectiveness, and the Journal of Learning Disabilities. She is the recipient of numerous awards including the 2009 Albert J. Harris Award from the International Reading Association. She has advised numerous state departments of education, school districts and professional organizations.



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