

Nonie K. Lesaux  
Harvard Graduate School of Education  
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## PROFESSIONAL EXPERIENCE

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- Jan. 2008 – present**      **Marie and Max Kargman Associate Professor in Human Development and Urban Education.** Harvard Graduate School of Education. Cambridge, MA. Tenure-track position.
- Jun. 2007 – Dec. 2007**      **Marie and Max Kargman Assistant Professor in Human Development and Urban Education.** Harvard Graduate School of Education. Cambridge, MA. Tenure-track position.
- 2003 – 2007**      **Assistant Professor of Education.** Human Development and Psychology. Harvard Graduate School of Education. Cambridge, MA. Tenure-track position.

## EDUCATION AND TRAINING

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- 2003**      **Post-Doctoral Research Fellow, University of British Columbia & BC Children's Hospital, Centre for Community Child Health Research,** Vancouver, B.C. Department of Pediatrics.
- 2003**      **Ph.D. University of British Columbia, Vancouver, B.C.**  
Department of Educational Psychology and Special Education  
Thesis: The development of reading in children from diverse linguistic backgrounds: A five-year longitudinal study.
- 2001**      **M.A. University of British Columbia. Vancouver, B.C.**  
Department of Educational Psychology and Special Education  
Thesis: Early identification and intervention for children at-risk for reading failure.
- 1999**      **B.A. (Hons). Mount Allison University. Sackville, N.B.**  
Department of Psychology  
Thesis: Persistence of phonological processing deficits in university dyslexics with age-appropriate reading skills.

## HONORS AND AWARDS

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**Presidential Early Career Award for Scientists and Engineers**, United States Government (2009)  
**William T. Grant Foundation Faculty Scholars Award** (2007- 2012)  
**National Academy of Education/Spencer Postdoctoral Fellowship** (2005-2007)  
**International Reading Association Outstanding Dissertation Award, Finalist** (2004)  
**Social Sciences and Humanities Research Council of Canada Doctoral Fellowship** (2001-2003)  
**Michael Smith Foundation for Health Research Doctoral Training Award** (2001-2003)  
**Joseph Katz Memorial Scholarship**, Faculty of Education, University of British Columbia (2001)  
**Marg Csapo Scholarship**, British Columbia Special Education Association (2001)  
**Wilda Adams Memorial Scholarship for Graduate Studies**, University of British Columbia (2000)  
**Learning Disabilities Association of Canada**, Doreen Kronick Scholarship (1999)  
**Mount Allison Gold A Award**, graduating award for overall contribution (1999)

## GRANTS AND FUNDED PROJECTS

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**Principal Investigator, *Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools.*** Multiple Funders:

- Institute of Education Sciences (IES), U.S. Department of Education Grant No. R305A080631 (2008-2011) \$640,544
- WT Grant Scholars Award, WT Grant Foundation (2007-2012) \$350,000
- William and Flora Hewlett Foundation (2008-2010) \$180,000
- Council of the Great City Schools Urban Fellowship (2009-2011) \$157,500

**Principal Investigator, *Predicting Spanish-Speakers' Growth in Reading.*** National Institute of Child Health and Human Development (NICHD) Grant No. PO1 HD39530 (2007-2012) \$1,595,763

**Principal Investigator, *Validating Measures for Tracking Vocabulary Development of English Language Learners.*** Administration for Children and Families (ACF) Grant No. 90YF006403 (2007-2010). \$300,000 (with Barbara Alexander Pan, former PI).

**Co-Principal Investigator** (with Hirokazu Yoshikawa, John Willett & Richard Murnane), ***Preparing to Succeed: An Efficacy Trial of Two Early Childhood Curricula.*** Institute of Education Sciences (2009-2011) \$1,127,000

**Principal Investigator, *Sources of Reading Comprehension Difficulty for Spanish-Speakers Reading in English.*** (2007) Multiple Funders:

- William F. Milton Fund, Harvard Medical School (\$35,000)
- William and Flora Hewlett Foundation (\$150,000)

**Principal Investigator, *Spanish-Speakers' Reading Comprehension in English.*** National Institute of Child Health and Human Development (NICHD), Grant No. R03 HD049674-01 (2005-2007) \$150,000.

## CONSULTANCIES AND APPOINTMENTS

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**Member, Reading First Advisory Committee**, U.S. Department of Education (2007-2009)

Nominated by National Institute for Literacy & National Academy of Sciences

**Senior Research Associate (2002–2005). National Literacy Panel on Language Minority Children and Youth.** Chairs: Dr. Diane August & Dr. Tim Shanahan

## PROFESSIONAL SERVICE

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### National

**Member, Scientific Review Panel, Institute of Education Sciences, Reading & Writing** (2009-present)  
**Response-to-Intervention (RTI) Commission, International Reading Association** (2008-present)  
**Co-Chair, Society for the Scientific Study of Reading Annual Conference** (June, 2009)  
**Panel on Learning Disabilities Definition for British Columbia, BC Ministry of Education** (2001-2002)

### University

**Jeanne Chall Endowment Advisory Committee**, Harvard Graduate School of Education (2003-present)  
**Harvard Education Press Advisory Board**, Harvard Graduate School of Education (2006-2009)  
**Faculty Workload Committee**, Harvard Graduate School of Education (2008-present)  
**Harvard Education Press Advisory Board**, Harvard Graduate School of Education (2006-2009)  
**Doctoral Committee on Admissions**, Harvard Graduate School of Education (2004, 2006-08)  
**Working Committee on Educational Leadership Doctorate**, Harvard Graduate School of Education (2007-08)  
**Committee on Doctoral Degrees**, Harvard Graduate School of Education (2004-2005)  
**Committee on Master's Degrees**, Harvard Graduate School of Education (2003-2004)  
**Dean's Advisory Committee on Research**, Faculty of Education, University of British Columbia (2000-2001)  
**Student Life Committee, Board of Regents**, Mount Allison University (1998-1999)

### Partnerships with Urban Schools and Districts

**Boston Public Schools**, Department of Early Childhood & School Leadership Teams (2006-present)

- Focus: Data-driven literacy instruction; strengthening assessment-instruction links

**San Diego Unified School District**, Department of Office of Language Acquisition, Office of Special Education, Office of the Superintendent (2004-present)

- Ongoing research-practice partnership to improve language and literacy instruction at scale

## TEACHING

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***Integrating Perspectives in Education.*** Doctoral program foundations course, Harvard Graduate School of Education

***Reading Comprehension.*** Language and Literacy Program; Human Development and Psychology, Harvard Graduate School of Education

***Models of Bilingual Education and Literacy Instruction.*** Language and Literacy Program; Human Development and Psychology, Harvard Graduate School of Education

***The Social Context of Language Minority Learners,*** Language and Literacy Program; Human Development and Psychology, Harvard Graduate School of Education

***Advanced Seminar in Literacy Research.*** Language and Literacy Program; Human Development and Psychology, Harvard Graduate School of Education

***Learning, Measurement, and Evaluation.*** Department of Educational Psychology, Faculty of Education, University of British Columbia

***Learning Disorders,*** Department of Educational Psychology, Faculty of Education, University of British Columbia

**INSTRUCTION IN PROFESSIONAL EDUCATION PROGRAMS**

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Invited Speaker, Harvard Graduate School of Education professional education institutes for PreK–12 educators and policymakers

- New and Aspiring School Leaders (2008, 2009)
- Pre-K to 3 Education: Promoting Early Success (2008, 2009)
- Universal Design for Education (2006)
- Early Care and Education (2006)
- Critical Issues in Urban Special Education (2005)

**PUBLICATIONS** (students' names italicized)

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**Peer-Reviewed Journal Articles**

- Wilson, A.M. & Lesaux, N.K. (2001). Persistence of phonological processing deficits in college dyslexics with age-appropriate reading skills. *Journal of Learning Disabilities, 34*, 394-400.
- Lesaux, N.K., & Siegel, L.S. (2003). The development of reading in children who speak English as a second language (ESL). *Developmental Psychology, 39*(6), 1005-1019.
- Lesaux, N.K. (2006). Building consensus: Future directions for research on English Language Learners at-risk for learning difficulties. *Teachers College Record, 108*(11), 2406-2434.
- Lesaux, N.K., Pearson, R., & Siegel, L.S. (2006). The effects of timed and untimed testing conditions on the reading comprehension performance of adults with reading disabilities. *Reading and Writing: An Interdisciplinary Journal, 19*(1), 21-48.
- Lesaux, N.K., Lipka, O., & Siegel, L.S. (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal, 19*(1), 99-131.
- Lipka, O., Lesaux, N.K., & Siegel, L.S. (2006). Retrospective analyses of the reading development of a group of grade 4 disabled readers: Risk status and profiles over 5 years. *Journal of Learning Disabilities, 39*(4), 364-378.
- Ragan, A., & Lesaux, N.K. (2006). Federal, state, and district level English Language Learner program entry and exit requirements: Effects on the education of language minority learners. *Education Policy Analysis Archives, 14*(20).
- Rupp, A.A., Lesaux, N.K., & Siegel, L.S. (2006). Meeting expectations? An empirical investigation of a standards-based reading assessment. *Educational Evaluation and Policy Analysis, 28*(4), 315-333.
- Kieffer, M.J. & Lesaux, N.K. (2007). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher, 61*, 134-144.
- Lesaux, N.K., Rupp, A.A., & Siegel, L.S. (2007). Growth in reading skills of children from diverse linguistic backgrounds: Findings from a 5-Year longitudinal study. *Journal of Educational Psychology, 99*, 821-834.
- Lesaux, N.K., Vukovic, R.K., Hertzman, C., & Siegel, L.S. (2007). Context matters: Examining the early literacy skills and developmental health of kindergartners. *Early Education & Development, 18*, 497-518.
- Crosson, A.C., Lesaux, N.K., & Martiniello, M. (2008). Factors that influence comprehension of connectives among language minority children from Spanish-speaking backgrounds. *Applied Psycholinguistics, 29*, 603-624.
- Kieffer, M.J. & Lesaux, N.K. (2008). The role of morphology in the reading comprehension of Spanish-speaking English Language Learners. *Reading and Writing: An Interdisciplinary Journal, 21*, 783-804.

- Katzir, T., Lesaux, N.K., & Kim, Y. (2009). The role of reading self-concept and home literacy environment in fourth grade reading comprehension. *Reading and Writing: An Interdisciplinary Journal*, 22, 261-276.
- Samson, J. & Lesaux, N.K. (2009). Language minority learners in special education: Rates and predictors of identification for services. *Journal of Learning Disabilities*, 42(2), 148-162.
- Kieffer, M.J., Lesaux, N.K., Rivera, M., & Francis, D.J. (2009). Effectiveness of accommodations for English Language Learners taking large-scale assessments. *Review of Education Research*, 79, 3, 1168-1201.
- Crosson, A.C. & Lesaux, N.K. (in press). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing: An Interdisciplinary Journal*.
- Kieffer, M.J. & Lesaux, N.K. (in press). Morphing into adolescents: Active word learning for English-Language Learners and struggling readers in middle school. *Journal of Adolescent & Adult Literacy*.
- Lesaux, N.K. & Kieffer, M.J. (in press). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*.
- Lesaux, N.K., Kieffer, M.J., Faller, S.E., & Kelley, J.G. (in press). The effectiveness and ease of implementation of an academic vocabulary intervention for urban middle school students. *Reading Research Quarterly*.
- Mancilla-Martinez, J. & Lesaux, N.K. (in press). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*.

#### **Report of the National Literacy Panel on Language Minority Learners (Peer-Reviewed)**

- Francis, D.J., Lesaux, N.K., & August, D.L. (2006). Language of instruction for language minority learners. In D. L. August & T. Shanahan (Eds.) *Developing Literacy in a second language: Report of the National Literacy Panel*. (pp.365-414). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lesaux, N.K. (with Koda, K., Siegel, L.S. & Shanahan, T). (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.) *Developing literacy in a second language: Report of the National Literacy Panel*. (pp.75-122). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lesaux, N.K. & Geva, E. (2006). Synthesis: Development of literacy in language minority learners. In D. L. August & T. Shanahan (Eds.) *Developing Literacy in a second language: Report of the National Literacy Panel*. (pp. 53-74). Mahwah, NJ: Lawrence Erlbaum Associates.

#### **Invited Book Chapters & Reports**

- Kieffer, M.J., Lesaux, N.K., & Snow, C.E. (2007). Promises and pitfalls: Implications of No Child Left Behind for identifying, assessing, and educating English language learners. In G. Sunderman (Ed.), *Holding NCLB Accountable: Achieving Accountability, Equity, and School Reform*. Thousand Oaks, CA: Corwin Press.
- Francis, D.J., Lesaux, N.K., Rivera, M., Kieffer, M.J., & Rivera, H. (2006). *Practical guidelines for the education of English language learners*. Portsmouth, NH: Center on Instruction. Available from [www.centeroninstruction.org](http://www.centeroninstruction.org)
- Lesaux, N.K. & Crosson, A.C. (2005). Addressing variability and vulnerability: Promoting the academic achievement of English learners in San Diego. In R. Hess (Ed.). *Urban Reform: Lessons from San Diego* (pp.263-281). Cambridge, MA: Harvard Education Press.
- Tseng, V. & Lesaux, N.K. (2008). *Immigrant Students*. In T. Good (Ed.), 21<sup>st</sup> Century Education: A Reference Handbook (Vol. 2; pp.105-113). Washington, DC: Sage Publishing.

**Manuscripts under review**

- Lesaux, N.K., Crosson, A.C., Kieffer, M.J., & Pierce, M. "A dissociation between reading words and comprehending text: Investigating the reading development of Spanish-speaking language minority learners."
- Kelley, J.G., Lesaux, N.K., Kieffer, M.J., & Faller, S.E. "Effective academic vocabulary instruction in the urban middle school." (revised and resubmitted).
- Kieffer, M.J. & Lesaux, N.K. "Dimensions of vocabulary knowledge in sixth graders from linguistically diverse backgrounds: Breadth, contextual sensitivity, and morphological awareness."
- Mancilla-Martinez, J. & Lesaux, N.K. "The gap between Spanish-speakers' word reading and word knowledge: A longitudinal study." (revised and resubmitted).
- Vukovic, R.K., Lesaux, N.K. & Siegel, L.S. "The mathematics skills of children with reading difficulties."

**EDITORIAL REVIEWS**


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Consulting Editor, *Journal of Learning Disabilities*

**Ad-Hoc Reviewer**

*American Educational Research Journal*  
*American Journal of Public Health*  
*Applied Psycholinguistics*  
*Child Neuropsychology*  
*Developmental Psychology*  
*Elementary School Journal*  
*Educational Psychologist*  
*Journal of Educational Psychology*  
*Journal of Learning Disabilities*  
*Journal of Research in Reading*  
*Learning and Individual Differences*  
*Language Learning*  
*Language Speech and Hearing Services in the Schools*  
*Scientific Studies of Reading*  
**Annual Reviewer**, *Boston University Conference on Child Language Development*

**SELECTED INVITED PRESENTATIONS**

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- Invited Presenter, National Academy of Sciences Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy. Chair: Alan Lesgold. December 10, 2009. Washington, DC.
- Invited Discussant, National Academy of Sciences. Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Chair: Kenji Hakuta. October 15, 2009. Menlo Park, CA.
- Invited Panelist, Harvard University New Faculty Institute. September 30, 2009
- Lesaux, N.K. (2009, May). Keynote address, Massachusetts Department of Education, Kindergarten conference.
- Lesaux, N.K. (2009, May). Invited Presenter. Delaware Early Reading First meeting.
- Lesaux, N.K. (2008, August). Keynote address, Massachusetts Department of Education, *Reading First Annual Meeting*.

- Lesaux, N.K. (2008, June). Head Start National Research Conference. Plenary Session: *Developing Literacy in Second Language Learners*.
- Lesaux, N.K. (2008, May). Keynote address, English Language Learner Center on Instruction, University of Houston (David Francis, P.I). Annual meeting for state evaluators.
- Lesaux, N.K. (2007, March). Massachusetts Association for Teachers of Speakers of other Languages Annual Meeting. Plenary Session. *Academic Language and Literacy Development*.
- Lesaux, N.K. (2006, November). Learning and the Brain Conference for Educators. Invited Presenter.
- Lesaux, N.K. (2006, June). Keynote address, Massachusetts Department of Education, *Reading First Annual Meeting*.
- Lesaux, N.K. (2004, November). *Future directions in research: Linguistic differences and learning disabilities*. National Research Conference. English Language Learners Struggling to Learn: Emergent Research on Linguistic Differences and Learning Disabilities. Phoenix, AZ.
- Lesaux, N.K. (2004, September). Keynote Speaker: Mount Allison University Student Leadership Series. *Promoting Diversity: Leadership off the Beaten Track*.
- Lesaux, N.K. (2004, October). *Language and literacy development of English Language Learners: Policy failures, practice shortcomings, and research dilemmas*. Next Generation Immigration Conference. Radcliffe Institute for Advanced Study. Cambridge, MA.
- Lesaux, N.K. (2004, May). *Promoting language and literacy in young children from diverse backgrounds*. Ready at Five Symposium on Childhood Development. Baltimore, MD.

#### **SELECTED CONFERENCE PAPERS**

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- Lesaux, N.K. (Symposium Chair and Presenting Author, February 2008). *Academic Language Instruction for Learners in Urban Classrooms: Findings from Classroom-Based Research to Improve Middle School Literacy*. Annual meeting of the International Reading Association, Phoenix, AZ.
- Lesaux, N.K. (Symposium Chair and Presenting Author, July 2008). *Investigating Heterogeneity in Reading Difficulties from Early Childhood through Adolescence*. Annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.
- Lesaux, N.K. (Symposium Chair, March 2008). *Morphology and Literacy Within and Between Languages*. Annual meeting of the American Educational Research Association. New York, NY.
- Lesaux, N.K. (Symposium Chair and Presenting Author, July 2006). *Assessing proficiencies in English reading and language among Spanish-speaking language minority learners*. Annual meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Lesaux, N.K. (Symposium Chair and Presenting Author, April 2006). *Making it Make Sense: Investigating the Reading Comprehension of English Language Learners*. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Lesaux, N.K. (2006, February). *Dual language children with learning difficulties*. Pacific Coast Research Conference on Learning Disabilities. San Diego, CA.
- Lesaux, N.K., Crosson, A.C., & Kieffer, M. (2005, June). *Spanish-speakers' reading comprehension in English*. Paper presented at the annual meeting of the Scientific Studies of Reading. Toronto, ON.
- Rupp, A.A., & Lesaux, N.K. (2005, April). *Construct validity of state-standards reading assessment: A 5-year longitudinal study*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, QC.
- Lesaux, N.K. & Lipka, O. (2005, April). *Retrospective analyses of the reading development of a group of grade 4 disabled readers: Risk status and profiles over 5 years*. Paper presented at the Society for Research in Child Development. Atlanta, GA.
- Lesaux, N.K. & Tabors, P.A. (2004, January). *Demographics, language, and literacy in a sample of young Spanish-speakers*. Paper presented at the UC LMRI Bilingual Research Forum, Santa Barbara, CA.

- Lesaux, N.K. & Siegel, L.S. (2003, June). *The development of reading in children who speak English as a Second Language (ESL): A longitudinal latent growth curve analysis*. Paper presented at the annual meeting of the Society for Scientific Study of Reading, Boulder, CO.
- Lesaux, N.K. (2002, August). *Early reading development: A longitudinal latent growth curve analysis*. Paper presented at the Third European Graduate School on Literacy Acquisition: Methods in Reading Research, Copenhagen, DK.
- Lesaux, N.K. & Siegel, L.S. (2001, April). *Early identification and intervention of English and English as second language (ESL) children at-risk for reading failure*. Paper presented at the British Dyslexia Association Annual Convention, University of York, UK.

### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
International Academy for Research in Learning Disabilities  
Society for Research in Child Development  
Society for the Scientific Study of Reading

### **LANGUAGES**

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English and French

### **REFERENCES**

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- Dr. David Francis  
Chair, Department of Psychology  
University of Houston  
[dfrancis@uh.edu](mailto:dfrancis@uh.edu)  
832.842.7036
- Dr. Kathleen McCartney  
Dean, Harvard Graduate School of Education  
Gerald Lesser Professor of Early Childhood  
[kathleen\\_mccartney@gse.harvard.edu](mailto:kathleen_mccartney@gse.harvard.edu)  
617.495.3401
- Dr. Catherine Snow  
Henry Lee Shattuck Professor of Education  
Harvard Graduate School of Education  
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