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## PROFESSIONAL EXPERIENCE & AFFILIATIONS

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- Nov. 2021 – present**      **Roy E. Larsen Professor of Education and Human Development**  
Harvard Graduate School of Education. Cambridge, MA.
- Aug. 2017 – Aug. 2021**      **Academic Dean**  
Harvard Graduate School of Education. Cambridge, MA.
- Sep. 2014 – Nov. 2021**      **Juliana W. and William Foss Thompson Professor of Education and Society.**  
Harvard Graduate School of Education. Cambridge, MA.
- Sep. 2010- present**      **Faculty Affiliate**, Center on the Developing Child. Harvard University, Cambridge, MA.
- July 2012-Sep. 2014**      **Professor of Education.** Harvard Graduate School of Education. Cambridge, MA.
- Jan. 2008 – June 2012**      **Marie and Max Kargman Associate Professor in Human Development and Urban Education.** Harvard Graduate School of Education. Cambridge, MA.
- Jun. 2007 – Dec. 2007**      **Marie and Max Kargman Assistant Professor in Human Development and Urban Education.** Harvard Graduate School of Education. Cambridge, MA.
- 2003 – 2007**      **Assistant Professor of Education.** Human Development and Psychology. Harvard Graduate School of Education. Cambridge, MA.

## 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). Psychology, Mount Allison University. Sackville, N.B.**  
Thesis: Persistence of phonological processing deficits in university dyslexics with age-appropriate reading skills.

## HONORS AND AWARDS

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**Contemporary Achievement Award for Distinguished Alumni**, Mount Allison University (2010)

**Presidential Early Career Award for Scientists and Engineers**, United States Government (2008)

*\* Highest honour given by the United States government to professionals beginning their independent research careers*

**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 University Gold A Award**, graduating award for overall contribution (1999)

## GRANTS AND FUNDED PROJECTS

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**Co-Principal Investigator (with Stephanie Jones), *Early Learning Study at Harvard***. Saul Zaentz Charitable Foundation (2016-present). \$28,000,000

**Co-Principal Investigator (with Catherine Snow). *The Expanding Children's Early Learning (ExCEL) Network***. Institute of Education Sciences (IES), to MDRC (2016-2021). Subcontract: \$2,428,583

**Principal Investigator, *Focus on First: Developing Content-Based Reading Curricula for First Grade Classrooms***. Boston Educational Development Foundation (2015-2016). \$256,000

**Co-Principal Investigator (with Jack Shonkoff & Stephanie Jones), *Drawing on Advances in Science to Drive Innovation in Early Childhood Policy and Practice***. Barr Foundation Grant No. 4552 (2013-14). \$1,218,000

**Principal Investigator, *Building the evidence base for the U.S.-born, school-age Latino population to improve personal and academic outcomes***. Robert Wood Johnson Foundation Grant No. 70019 (2012-14). \$150,000

**Co-Principal Investigator (with Stephanie Jones), *The Rigorous and Regulated Learning Environment: A Community-Based Partnership to Transform Interactions among Vulnerable Populations in Early Education and Care Settings***. Robert Wood Johnson Foundation Grant No. 69362 (2011-13). \$386,023.

**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 (2007-12) \$350,000
- William and Flora Hewlett Foundation (2008-10) \$180,000
- Council of the Great City Schools Urban Fellowship (2009-11) \$157,500

**Principal Investigator, *Predicting Spanish-Speakers' Growth in Reading***. National Institute of Child Health and Human Development (NICHD) Grant No. PO1 HD39530 (2007-12) \$1,595,763

**Principal Investigator, *Validating Measures for Tracking Vocabulary Development of English Language Learners*.** Administration for Children and Families (ACF) Grant No. 90YF006403 (2007-10). \$300,000 (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 (2009-11) \$1,127,000

**Principal Investigator, *Sources of Reading Comprehension Difficulty for Spanish-Speakers Reading in English*.** (2007); 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 (2005-07) \$150,000.

## **APPOINTMENTS**

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**Expert Consultant,** US Dept. of Justice, Civil Rights Division, Educational Opportunities Section (2022-present)

**Board Member,** Spencer Foundation (2022-present)

**Member,** National Academy of Education (elected 2019)

**Chair,** Massachusetts Board of Early Education and Care (2015-2022)

**Co-Chair (w/ Secretary of Education),** Early Literacy Expert Panel, MA Executive Office of Education. (2013-2021)

**Member,** Committee on the Science of Children Birth-age 8. Institute of Medicine, National Academies (2013-15)

**Member,** Reading First Advisory Committee, U.S. Dept. of Education (2007-09).

## **PROFESSIONAL SERVICE**

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### **National & State**

**Member, Advisory Panel, Condition of Education in the Commonwealth,** Rennie Center on Education Research and Policy. (2013-2015)

**Member, Research Panel, International Reading Association,** (2011-2014)

**Member, Advisory Board, Learning Research and Development Center, University of Pittsburgh** (2010-2014)

**Invited Presenter,** Joint Boards of the Massachusetts Department of Early Education and Care and the Department of Elementary and Secondary Education. *Advancing third grade reading outcomes in Massachusetts*. (2014).

**Invited testimony.** Joint Committee on Education in support of S. 214 (A Resolve to Ensure Student Progression). Boston, MA (2013)

**Panelist, Institute of Education Sciences/What Works Clearinghouse Practice Guide.** *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*. (2012-2014)

**Member, Scientific Review Panel, Institute of Education Sciences, Reading & Writing** (2009-2013)

**Response-to-Intervention (RTI) Commission, International Reading Association** (2008-11)

**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** (2001-02)

### **University (since 2010)**

**Chair, Faculty Workload Committee,** Harvard Graduate School of Education (2019-20,2022-23)

**Co-Chair, Faculty Appointments Committee,** Harvard Graduate School of Education (2017-2021)

**Co-Chair,** Harvard University Task Force on PK-12 Education (2019-20)

**Faculty Chair, Ed.D. Steering Committee,** Harvard Graduate School of Education (2013-2016)

**Faculty Chair, Ph.D. Steering Committee,** Harvard Graduate School of Education (2013-2016)

**Member**, Vice Provost's Committee on Advances in Learning (2014-2018)

**Member, Dean's Strategy Workgroup**, Harvard Graduate School of Education (2013-2014)

**Member, Provost's Academic Leadership Forum**, Harvard University (2013-2014)

**Member, University Task Force on Electronic Communications**, Harvard University (2013-2014)

**Member, Harvard Initiative for Learning & Teaching (HILT) Advisory Board**, Harvard University (2012-2014)

**Chair, Workgroup on the Use of Teaching Fellows**, Harvard Graduate School of Education (2010-2012)

**Chair, Human Development & Education Concentration**, Harvard Graduate School of Education (2010-13)

**Member, Jeanne Chall Endowment Advisory Committee**, Harvard Graduate School of Education (2003-2013)

### **Partnerships with**

**Chicago Public Schools**, Expert Advisor, Literacy-Focused Strategic Planning. (2024 – present)

**New York City Department of Education**, Div. of Students w/ Disabilities & English Language Learners (2011-2021)

- Focus: Data-driven literacy instruction; strengthening special education services for at-risk learners; middle school literacy instruction

**Boston Public Schools**, Dept. of Early Childhood & Dept. of Curriculum & Literacy (2006-2016)

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

**San Diego Unified School District**, Office of Language Acquisition, Office of Special Education, Office of the Superintendent (2004-10)

- Focus: improving language and literacy instruction at-scale, elementary & middle schools

### **TEACHING**

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- Leading Change*
- Human Development, Learning and Teaching*
- Connecting Literacy Assessment with Instructional Improvement: Response to Intervention in Practice*
- Reading Difficulties*
- Developing Adolescent Literacy*
- Integrating Perspectives in Education*
- Reading Comprehension*
- Models of Bilingual Education and Literacy Instruction*
- The Social Context of Language Minority Learners*
- Advanced Seminar in Literacy Research*
- Learning, Measurement, and Evaluation*
- Learning Disorders*

### **INSTRUCTION IN PROFESSIONAL EDUCATION PROGRAMS**

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**Faculty Chair**, HGSE institutes for PreK–12 educators and policymakers

- Saul Zaentz Academy for Professional Learning in Early Education
- The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation of Pre-K
- Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach

**Invited Speaker**, HGSE institutes for PK-12 educators and policymakers: *Grantmakers in Education; Learning Differences; New and Aspiring School Leaders; Pre-K to 3 Education: Promoting Early Success; Universal Design for Education; Early Care and Education; Critical Issues in Urban Special Education*

### **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. (2010). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing: An Interdisciplinary Journal, 23* (5), 475-494.
- Lesaux, N.K., Kieffer, M.J., Faller, S.E., & Kelley, J.G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly, 45*(2), 196-228.
- \*\*\*Paper selected as the Editor's Choice in *Science*, Volume 328 (5977), 23 April 2010.
- Kelley, J.G., Lesaux, N.K., Kieffer, M.J., & Faller, S.E. (2010). Effective academic vocabulary instruction in the urban middle school. *The Reading Teacher, 64*(1), 5-14.

- Lesaux, N.K., Crosson, A.C., Kieffer, M.J., & Pierce, M. (2010). Uneven Profiles: Language Minority Learners' Word Reading, Vocabulary, and Reading Comprehension Skills. *Journal of Applied Developmental Psychology, 31*, 475-483.
- Lesaux, N.K. & Kieffer, M.J. (2010). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal, 47*: 596-632.
- Kieffer, M.J. & Lesaux, N.K. (2010). Morphing into adolescents: Active word learning for English-Language Learners and struggling readers in middle school. *Journal of Adolescent & Adult Literacy, 54*(1), 47–56.
- Mancilla-Martinez, J. & Lesaux, N.K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology, 102*(3), 701-711.
- Vukovic, R.K., Lesaux, N.K. & Siegel, L.S. (2010). The mathematics skills of children with reading difficulties. *Learning and Individual Differences, 20*(6), 649-653.
- Mancilla-Martinez, J. & Lesaux, N.K. (2011). The Gap between Spanish-speakers' word reading and word knowledge: A longitudinal study. *Child Development, 82*, 1544-1560.
- Mancilla-Martinez, J. & Lesaux, N.K. (2011). Early home language use and later vocabulary development. *Journal of Educational Psychology, 103*, 535-546.
- Gómez, P. & Lesaux, N.K. (2012). The Relation between exposure to sophisticated and complex language and Early-adolescent English-only and language-minority learners' vocabulary. *Child Development, 83*(4), 1316-1331.
- Kieffer, M.J. & Lesaux, N.K. (2012). Development of English morphological awareness and vocabulary knowledge in Spanish-speaking language minority learners: A parallel process latent growth curve model. *Applied Psycholinguistics, 33*, 23-54.
- Kieffer, M.J. & Lesaux, N.K. (2012). Knowledge of words, knowledge about words: Dimensions of vocabulary in first and second language learners in sixth grade. *Reading and Writing: An Interdisciplinary Journal, 25*, 347-373.
- Kieffer, M.J. & Lesaux, N.K. (2012). Effects of academic language instruction on relational and syntactic aspects of morphological awareness for sixth graders from linguistically diverse backgrounds. *Elementary School Journal, 112*, 519-545.
- Kieffer, M.J. & Lesaux, N.K. (2012). Direct and indirect roles of morphological awareness to the English reading comprehension in native Spanish, Tagalog, Vietnamese, and English speakers. *Language Learning, 62*(4), 1170-1204.
- Lesaux, N.K., Russ Harris, J. & Sloane, P. (2012). Adolescents' motivation in the context of an academic vocabulary intervention in urban middle school classrooms. *Journal of Adolescent and Adult Literacy*.
- Vukovic, R. K., & Lesaux, N. K. (2013). The language of mathematics: Investigating the ways language counts for children's mathematical development. *Journal of Experimental Child Psychology, 115*(2), 227-244.
- Crosson, A.C. & Lesaux, N.K. (2013). Connectives: Fitting another piece into the vocabulary instruction puzzle. *The Reading Teacher, 67*(3), 193-200.
- Lesaux, N.K., Kieffer, M.J., Kelley, J.G., & Harris, J.R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. *American Educational Research Journal*. doi:10.3102/0002831214532165
- Mancilla-Martinez, J. & Lesaux, N.K. (2014). Spanish-speaking parents' beliefs about their young children's learning and language development. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 1-19.
- Phillips Galloway, E. & Lesaux, N.K. (2014). Leader, teacher, diagnostician, colleague, and change agent: A synthesis of the research on the role of the reading specialist in this era of RTI-Based literacy reform. *The Reading Teacher, 67*(7), 517- 526.
- Jacoby, J. & Lesaux, N.K. (2014). Support for extended discourse in teacher talk with linguistically diverse preschoolers. *Early Education and Development, 25*(8), 1162-1179.

- Lesaux, N., Marietta, S., Galloway, E. (2014). Learning to be a change agent: System leaders master skills to encourage buy-in for reform. *Journal of Staff Development*, 35(5), 40-45.
- Samson, J. F., & Lesaux, N. (2015). Disadvantaged language minority students and their teachers: A National picture. *Teachers College Record*, 117(2), 1-26.
- Gómez, P.B., & Lesaux, N.K. (2015). Early-adolescents' reading comprehension and the stability of the middle school classroom-language environment. *Developmental Psychology* 51(4), 447-458.
- Lesaux, N.K., Jones, S., Bock, K., & Harris, J. (2015). The regulated learning environment: Supporting adults to support children. *Young Children*, 70(5), 20-27.
- Gómez, P.B., & Lesaux, N.K. & Anushko Rizzo (2015). Narrative production skills of language minority learners and their English-only classmates in early adolescence. *Applied Psycholinguistics*, 1-29.
- Burkhauser, M. A., & Lesaux, N. K. (2015). Exercising a bounded autonomy: novice and experienced teachers' adaptations to curriculum materials in an age of accountability. *Journal of Curriculum Studies*, 1-22.
- Mancilla-Martinez, J., Gómez, P. B., Vagh, S. B., & Lesaux, N. K. (2016). Parent Reports of Young Spanish-English Bilingual Children's Productive Vocabulary: A Development and Validation Study. *Language, Speech, and Hearing Services in Schools*, 47, 1-15.
- Lesaux, N.K. & Harris, J.R. (2017). An investigation of comprehension processes among adolescent English learners with reading difficulties. *Topics in Language Disorders*, 37(2), 182-203.
- Jacoby, J.W. & Lesaux, N.K. (2017). Policy-based instructional reform in early education: How Head Start teachers perceive instructional mandates. *International Journal of Child Care and Education Policy*, 11(9).
- Jacoby, J.W. & Lesaux, N.K. (2017). Language and literacy instruction in preschool classes that serve Latino dual language learners. *Early Childhood Research Quarterly*, 40, 77-86.
- Mancilla-Martinez, J. & Lesaux, N.K. (2017). Early indicators of later reading comprehension outcomes among children from Spanish-speaking homes. *Scientific Studies of Reading*, 21(5), 428-448.
- Jones, S.M., Lesaux, N.K., Gonzalez, K.E., Hanno, E.C., & Guzman, R. (2020). Exploring the role of quality in a population study of early education and care. *Early Childhood Research Quarterly*, 53, 551-570.  
<https://doi.org/10.1016/j.ecresq.2020.06.005>
- Hanno, E.C., Cuartas, J., Miratrix, L.W., Jones, S.M., & Lesaux, N.K. (2021). Changes in children's behavioral health and family well-being during the COVID-19 pandemic. *Journal of Developmental & Behavioral Pediatrics*.  
<https://doi.org/10.1097/DBP.0000000000001010>
- Hanno, E.C., Gonzalez, K.E., Jones, S.M., & Lesaux, N.K. (2021). Linking structural and process quality across the landscape of early education and care. *AERA Open*, 7(1), 1-21.  
<https://doi.org/10.1177/23328584211044519>
- Hanno, E.C., Jones, S.M., & Lesaux, N.K. (2021). Back to basics: Developmental catalysts of quality improvement in early education and care. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 200-207.  
<https://doi.org/10.1177/23727322211032258>
- Cuartas, J., Hanno, E., Lesaux, N. K., & Jones, S. M. (2022). Executive function, self-regulation skills, behaviors, and socioeconomic status in early childhood. *Plos one*, 17(11), e0277013.
- Hanno, E.C., Fritz, L., Jones, S.M., & Lesaux, N.K. (2022). School learning format and children's behavioral health during the pandemic. *JAMA Pediatrics*. <https://doi.org/10.1001/jamapediatrics.2021.5698>
- Hanno, E.C., Gardner, M., Jones, S.M., & Lesaux, N.K. (2022). An ecological perspective on early educator well-being at the start of the COVID-19 pandemic. *Early Childhood Research Quarterly*, 60, 214-225.  
<https://doi.org/10.1016/j.ecresq.2022.02.002>
- Hanno, E.C. (2022). Nudging early educators' knowledge, beliefs, and practices: An embedded randomized control trial of text message supports. *Early Education and Development*, 34(2), 1-21.  
<https://doi.org/10.1080/10409289.2022.2053476>
- Hanno, E.C., Gardner, M., Jones, S.M., & Lesaux, N.K. (2022). An ecological perspective on early educator well-being at the start of the COVID-19 pandemic. *Early Childhood Research Quarterly*, 60, 214-225.  
<https://doi.org/10.1016/j.ecresq.2022.02.002>

- Gardner, M.G., Hanno, E.C., Jones, S.M., & Lesaux, N.K. (2023). Exploring early educator burnout and its classroom correlates in a statewide sample. *Journal of School Psychology*.
- Gardner, M., Hanno, E. C., Wei, W. S., Turco, R. G., Jones, S. M., & Lesaux, N. K. (2023). Residential and preschool neighborhoods: Exploring patterns of socioeconomic match and its association with child skills across Massachusetts. *Early Childhood Research Quarterly*, 63, 24-38.
- Turco, R. G., Lesaux, N. K., & Jones, S. M. (2023). Home literacy in the digital era: The role of mobile screen media frequency in a US state. *British Journal of Educational Technology*, 54(2), 513-533.
- Fritz, L., Hanno, E.C., Li, J., Jones, S.M., & Lesaux, N.K. (revise and resubmit). Validating the Simple Interactions Tool as a measure of interaction quality in early education and care settings. *Early Education and Development*.

### **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.

### **Books**

- Lesaux, N.K. & Marietta, S.H. (2011). *Making Assessment Matter: Using Test Results to Differentiate Reading Instruction*. New York: Guilford Press.
- Lesaux, N.K. & Harris, J. (2015). *Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary Schools*. Heinemann Publishing.
- Lesaux, N.K., Phillips Galloway, E. & Marietta, S.H. (2016). *Leading Advanced Literacy Instruction in Linguistically Diverse Schools: A Guide for Education Leaders*. New York: Guilford Press.
- Lesaux, N.K., & Jones, S.M. (Eds.). (2016). *The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation*. Cambridge, MA: Harvard Education Press.
- Lesaux, N.K., Jones, S.M., Connors, A., & Kane, R. (2018). *The Early Education Leader's Guide: Program Leadership and Professional Learning*. New York, NY: Guilford Press.
- Birr Moje, E., Afflerbach, P., Enciso, P., & Lesaux, N.K. (Eds.) (2020). *Handbook of Reading Research, Volume V*. New York, NY; Routledge.
- Jones, S.M., Lesaux, N.K., & Barnes, S. (Eds.). (2022). *Measuring Noncognitive Skills in School Settings: Assessments of Executive Function & Social-Emotional Competencies*. New York, NY: Guilford Press.

### **Solicited Articles & Chapters (Select)**

- Lesaux, N.K. (2012). Reading and reading instruction for children from low-income and non-English-speaking households. *Future of Children*, 22(2), 73-88.
- Lesaux, N.K., & Harris, J.R. (2013). Children from low-income and non-English speaking families in the US. In N. McElvany (Ed.) *Language, cultural and social diversity in schools as challenge and chance for school development ("Sprachliche, kulturelle und soziale Heterogenität in der Schule als Herausforderung und Chance der Schulentwicklung"; pp.130-149)*. Dortmund, Germany: The Institute for School Development Research (IFS).



- Lesaux, N.K., & Harris, J.R. (2013). Linguistically diverse students' reading difficulties: Implications for models of LD identification and effective instruction. In, H.L. Swanson, K.R. Harris, & S. Graham, (Eds.), *The handbook of learning disabilities* (2nd Ed; pp. 69-84.). New York: Guilford Press.
- Lesaux, N.K. (2013). How Can Schools Best Educate Hispanic Students?, *Education Next*, 13(2), 50-56.
- Phillips Galloway, E. & Lesaux, N.K. (2015). Reading comprehension skill development and instruction for adolescent English language learners: A focus on academic vocabulary instruction. In D. Reed & K. Santi (Eds.) *Improving Comprehension for Middle and High School Students*. New York: Springer Publishing.

### Policy Briefs & Reports (Select)

- Hanno, E.C., Wiklund Hayhurst, E., Fritz, L., Gardner, M., Turco, R.G., Jones, S.M., ..., Goodson, B. (2021). *Persevering through the pandemic: Key learnings about children from parents and early educators*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.
- Press coverage:** [Boston Herald](#), [Early Learning Nation](#), [Hechinger Report](#), [K-12 Dive](#), [LA Times](#), [National Geographic](#), [The Sector](#), [The Sun Chronicle](#), [WBUR](#), [WSHU](#), [The 74](#)
- Gonzalez, K.E., Hanno, E.C., Cuartas, J., Jones, S.M., Lesaux, N.K., Hofer, K., Checkoway, A., & Goodson, B. (2020). *How are they faring? Impacts of the COVID-19 pandemic on the lives of families and young children in Massachusetts*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.
- Press coverage:** [Hechinger Report](#), [New York Times](#), [Seattle Times](#)
- Hanno, E.C., Gonzalez, K. E., Gardner, M., Jones, S.M., Lesaux, N.K., Hofer, K., Checkoway, A., & Goodson, B. (2020). *Pandemic meets preschool: Impacts of the COVID-19 outbreak on early education and care in Massachusetts*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.
- Press coverage:** [WBUR](#)
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### EDITORIAL REVIEWS

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- Associate Editor, *Child Development* (2013-2017)  
 Consulting Editor, *Journal of Learning Disabilities* (2010-present)  
 Guest Editor, *Reading Research Quarterly* (2012)