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PROFESSIONAL EXPERIENCE & AFFILIATIONS

- Sep. 2014 – present** **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

- 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

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

Co-Principal Investigator (with Perla Gámez). The Middle School Classroom Language Environment: Interactions Among Teachers and Youth and Effects on Literacy. William T. Grant Foundation (2015-2017). \$239,172

Principal Investigator, *Focus on First: Developing Content-Based Reading Curricula for First Grade Classrooms.* Boston Educational Development Foundation. \$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) 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 (2005-07) \$150,000.

APPOINTMENTS

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

Co-Chair, Early Literacy Expert Panel, Massachusetts Executive Office of Education. Co-Chair: Secretary of Education for the Commonwealth of Massachusetts (2013-present)

Member, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. Institute of Medicine of The National Academies (2013-present)

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

Nominated by National Institute for Literacy (NIFL) & National Academy of Sciences (NAS)

Senior Research Associate, National Literacy Panel on Language Minority Children and Youth. Chairs: Dr. Diane August & Dr. Tim Shanahan (2002–05)

PROFESSIONAL SERVICE

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.* (March, 2014).

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

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

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

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

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)
Member, Faculty Workload Committee, Harvard Graduate School of Education (2008-10)
Member, Harvard Education Press Advisory Board, Harvard Graduate School of Education (2006-09)
Member, Doctoral Committee on Admissions, Harvard Graduate School of Education (2004, 2006-08)
Member, Committee on Educational Leadership Doctorate, Harvard Graduate School of Education (2007-08)
Member, Committee on Doctoral Degrees, Harvard Graduate School of Education (2004-05)
Member, Committee on Master's Degrees, Harvard Graduate School of Education (2003-04)
Member, Dean's Advisory Committee on Research, University of British Columbia Education Faculty (2000-01)
Member, Student Life Committee, Board of Regents, Mount Allison University (1998-99)

Partnerships with Urban Schools and Districts

New York City Department of Education, Division of Students with Disabilities & English Language Learners (2011-present)

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

Boston Public Schools, Department of Early Childhood & Department of Curriculum & Literacy (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 (2004-10)

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

TEACHING

Connecting Literacy Assessment with Instructional Improvement: Response to Intervention in Practice.

Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education

Reading Difficulties. Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education

Developing Adolescent Literacy. Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education

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

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

- The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation of Pre-K (2014)
- Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach (2012)

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

- Grantmakers in Education (2014)
- Learning Differences (2014)
- New and Aspiring School Leaders (2008-10)
- Pre-K to 3 Education: Promoting Early Success (2008-10)
- Universal Design for Education (2006)
- Early Care and Education (2006)
- Critical Issues in Urban Special Education (2005)

PUBLICATIONS (students' names italicized)

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*(3), 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.
- Gamez, 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*, 56(3), 231-240.
- 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*. 51(6), 1159-1194. 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.
- Gámez, 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.
- Gámez, 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., Gámez, 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.

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., Jones, S.M. (forthcoming). (Editors). *The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation*. Cambridge: Harvard Education Press.
- Lesaux, N.K., Phillips Galloway, E. & Marietta, S.H. (forthcoming). *Leading Advanced Literacy Instruction in Linguistically Diverse Schools: A Guide for Education Leaders*. 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. & Marietta, S.H. (2011). *Making Assessment Matter: Using Test Results to Differentiate Reading Instruction*. New York: Guilford Press.

Solicited Articles & Chapters

- 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.
- 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.
- Tseng, V. & Lesaux, N.K. (2008). *Immigrant Students*. In T. Good (Ed.), *21st Century Education: A Reference Handbook* (Vol. 2; pp.105-113). Washington, DC: Sage Publishing.
- 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

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M.J., Linan-Thompson, S., & Newman-Gonchar, R.(2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U. S. Department of Education. <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19>
- [Lead For Literacy](#). A series of one-page memos written for leaders dedicated to children's literacy development.

Lead Early Educators. A series of briefs written for leaders dedicated to promoting children’s learning and development through high-quality early education.

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 (3 separate guides).

Lesaux, N.K. (2010). *Turning the Page: Refocusing Massachusetts for Reading Success*. Boston, MA: Strategies for Children. Available from <http://www.strategiesforchildren.org/Publications/TurningThePageReport.pdf>

Rice, C.C., & Lesaux, N.K. (2012). *Early learning instructional leaders and strong prek-3rd student assessment systems: The New Jersey story*. Newark, NJ: Advocates for Children of New Jersey.

Lesaux, N.K. (2013). *PreK-3rd: Getting Literacy Instruction Right*. New York, NY: Foundation for Child Development. Available from http://fcd-us.org/sites/default/files/PreK-3rd_Getting_Literacy_Instruction_Right.pdf

Press Coverage (selected)

NBC News (2010). ‘Your Baby Can Read’ claims overblown, experts say. Available from <http://www.today.com/id/39953918/ns/today-money/#.Unv9cHBebTp>

Education Week (2010). New Steps Needed to Improve Literacy in Mass., Report Says. Available from http://blogs.edweek.org/edweek/curriculum/2010/06/new_report_raises_alarms_about.html

Boston Globe (2010). Grade 3 students lagging on reading Almost half score below proficient; overhaul sought. Available from http://www.boston.com/news/education/k_12/mcas/articles/2010/06/10/grade_3_students_lagging_on_reading/

Lesaux, N.K., Kelley, J.G., & Harris, J.R. (2013). Why Reading Programs In Massachusetts Are Failing. *WBUR Cognoscenti*. Available from <http://cognoscenti.wbur.org/2013/05/28/literacy-nonie-lesaux>

Lesaux, N.K. (2013). Should Families of English Language Learners Have an English-only Rule at Home? [Web Log comment] Available from <http://www.reading.org/general/Publications/blog/LRP/literacy-research-panel/2013/06/10/should-families-of-english-language-learners-have-an-english-only-rule-at-home->

Lesaux, N.K., Marietta, S.H., & Harris, J.R. (2013). Leading for Literacy Success: Why Supporting All of Boston’s 4-Year-Olds is Going to Take a Team Effort. [Web Log comment] Available from <http://www.bostonedblog.com/cradle-to-career-learning.html>

Lesaux, N.K. (2014). Cultivating Equity in Linguistically Diverse Settings: the Promise of Response to Intervention. [Web Log comment] Available from <http://www.niusileadscape.org/bl/topics/authors/nonie-lesaux/>

Boston Globe (2016). Baker neutral on universal early education. Available from <https://www.bostonglobe.com/metro/2016/01/20/baker-noncommittal-walsh-prekindergarten-plea/Sswl9MjLfisYaQtqEeNFTK/story.html>

EDITORIAL REVIEWS

Associate Editor, *Child Development*

Consulting Editor, *Journal of Learning Disabilities*

Guest Editor, *Reading Research Quarterly*

Ad-Hoc Reviewer: *American Educational Research Journal; American Journal of Public Health; Child Neuropsychology; Child Development; Developmental Psychology; Elementary School Journal; Journal of Educational Psychology; Journal of Research in Reading; Learning and Individual Differences; Language Speech and Hearing Services in the Schools; Reading Research Quarterly; Scientific Studies of Reading*

SELECTED PRESENTATIONS

- Panellist. A Research Agenda to Improve Outcomes for Long-Term ELLs & Newcomer Adolescent Students, William T. Grant Foundation, Washington D.C. (April, 2015).
- Invited Address. Distinguished Scholars Symposium, Minnesota Reading Association, Minneapolis, MN (September, 2015).
- Featured speaker. First Things First Early Childhood Summit, Read On Arizona, Phoenix, AZ (August, 2015).
- Presenter. Promoting Young Learners' Language and Literacy Development, Massachusetts Department of Early Education and Care. 7 cities across MA (May 2015).
- Invited address. Science of Adversity and Resilience meeting at the Center for the Developing Child. Cambridge, MA (May, 2015)
- Invited address. Special meeting of the Massachusetts Board of Elementary and Secondary Education. Malden, MA (Oct., 2014)
- Keynote address. Early Learning Leadership Session, Gates Foundation. Mt Vernon, WA (September, 2014)
- Keynote address. What Works Clearinghouse English Language Learners Practice Guide: Overview and Recommendations. San Antonio, TX (July, 2014)
- Invited Presenter. The Dyslexia Foundation Extraordinary Brain Symposium. Horta, The Azores (June, 2014)
- Guest Speaker. United Way Women's Leadership Council Annual Education Event. Boston, MA. (April, 2014)
- Keynote address. Annual Leadership Conference: Massachusetts Title I administrators, Harwich, MA (Dec., 2013)
- Keynote address. Read On Arizona: Summit on Early Literacy. Phoenix, AZ. (2013, November)
- Invited testimony. Joint Committee on Education in support of S. 214 (A Resolve to Ensure Student Progression). Boston, MA (2013, October)
- Invited keynote address. Starting Strong P-3 Institute. Lynnwood, WA (2013, August)
- Invited Speaker. Rennie Center Policy Breakfast. *Closing the Gap for English Language Learners*. (September, 2013)
- Presenter. Technical Working Group Meeting: Researching College- and Career-Ready Standards to Improve Student Outcomes. Institute of Education Sciences, Washington, D.C. (August, 2013)
- Invited speaker. Houston Independent School District, Houston, TX. (2013, April)
- Keynote address. Annual CREATE Conference. Orlando, FL. (2012, October)
- Keynote address. Strategies for Children Conference, Massachusetts Third Grade Reading Proficiency Learning Network, Boston, MA. (2012, October).
- Invited Address. Connecticut State Conference, Closing the Achievement Gap: Getting Pre K—Grade 3 Right. Waterbury, CT. (2012, January).
- Invited Address. University of Virginia, George Graham Annual Lecture in Reading Research. Charlottesville, VA. (2011, April)
- Keynote Speaker. Massachusetts Reading Association Annual Meeting. Sturbridge, MA. (2011, April)
- Invited Panelist, English language learners, birth through grade 12. Institute of Medicine and National Research Council. Consensus Study Planning Meeting, Washington, DC. (2011, April)
- Invited Speaker. NYU Institute of Human Development and Social Change. New York, NY. (2011, February)
- Invited Speaker. Stanford University School of Education, Palo Alto, CA. (2010, November)
- Keynote Address. Reach Out and Read National Meeting. Boston, MA (2010, September)
- Keynote Address. Even Start National Annual Meeting. Chicago, IL (2010, July)
- Invited Session. Bridging Research, Practice, and Policy to Make a Difference in the Lives of Adolescents. *Society for Research on Adolescence*. Philadelphia, PA. (2010, March)
- Keynote Address, Massachusetts Department of Elementary and Secondary Education & Department of Early Education and Care, Conference on *Closing the Early Literacy Proficiency Gap*. Marlborough, MA. (2010, March)

- Presenter. National Academy of Sciences Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy. Chair: Alan Lesgold. Washington, DC. (2009, December)
- Discussant. National Academy of Sciences. Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Chair: Kenji Hakuta. Menlo Park, CA. (2009, October)
- Presenter. Harvard University New Faculty Institute. Cambridge, MA. (2009, September)
- Keynote address. Massachusetts Department of Education, Kindergarten conference. (2009, May)
- Presenter. Delaware Early Reading First meeting. Newark, DE. (2009, May)
- Keynote address. Massachusetts Dept. of Education, *Reading First* Annual Meeting. Sturbridge, MA. (2008, May).
- Speaker. Head Start National Research Conference. Plenary Session: *Developing Literacy in Second Language Learners*. Washington, DC. (2008, June)
- Keynote address. English Language Learner Center on Instruction, University of Houston. Annual meeting for state evaluators. (2008, May)
- Speaker. Massachusetts Association for Teachers of Speakers of other Languages Annual Meeting. Plenary Session. *Academic Language and Literacy Development*. (2007, March)
- Invited Presenter. Learning and the Brain Conference for Educators. Cambridge, MA. (2006, November).
- Keynote address. Massachusetts Department of Education, *Reading First* Annual Meeting. (2006, June)
- Discussant. Future directions in research: Linguistic differences and learning disabilities. Conference on Linguistic Differences and Learning Disabilities. Phoenix, AZ. (2004, November).
- Keynote address. Mount Allison University Student Leadership Series. *Promoting Diversity: Leadership off the Beaten Track*. (2004, September).
- Presenter. Next Generation Immigration Conference. Radcliffe Institute for Advanced Study. Cambridge, MA. (2004, October).
- Keynote address. Ready at Five Symposium on Childhood Development. Baltimore, MD. (2004, May)

SELECTED CONFERENCE PAPERS

- Lesaux, N.K. (2014, May). *Advancing Reading Instruction for Academically Vulnerable Students*. International Reading Association Annual Convention. New Orleans, LA.
- Lesaux, N.K., Mancilla-Martinez, J., Lizarraga, A., Harris, J., Bock, K., Marietta, S. (2014, April). *The Development of Vocabulary and Comprehension in Spanish-speaking English Learners (ELLs)*. American Educational Research Association Annual Meeting. Philadelphia, PA.
- Lesaux, N.K., Mancilla-Martinez, J., & Lizarraga, A. (2011, April). Sources of Reading Comprehension Difficulties among Adolescent Spanish-Speaking Language Minority Learners. *Biennial meeting of the Society for Research in Child Development*, Montreal, Canada.
- Lesaux, N.K. (March, 2011). Effects of Academic Vocabulary Instruction for Linguistically Diverse Adolescents. *Annual Meeting of the Society for Research on Educational Effectiveness*. Washington, DC. (**Invited Symposium Presentation).
- Lesaux, N.K. & Mancilla-Martinez, J. (2010, July). Sources of reading comprehension difficulties among adolescent Spanish-speaking language minority learners. *Annual meeting of the Society for the Scientific Study of Reading*, Berlin, Germany.
- Lesaux, N.K., Kieffer, M.J. & Kelley, J.G. (2010, May). *The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Urban Middle School Students*. American Educational Research Association Annual Meeting. Denver, CO.
- Lesaux, N.K. & Mancilla-Martinez, J. (2010, May). *Spanish-Speaking Language Minority Learners' Reading Comprehension from Early Childhood to Early Adolescence*. American Educational Research Association Annual Meeting. Denver, CO.
- Lesaux, N.K. (Symposium Chair and Presenting Author, December 2009). *Vocabulary Development*. Annual Meeting of the National Reading Conference. Albuquerque, NM.

- Lesaux, N.K. (Symposium Chair and Presenting Author, February 2009). *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

Society for Research in Child Development, Society for the Scientific Study of Reading

LANGUAGES

English and French