

**JAMES S. KIM**  
*curriculum vitae*

Professor of Education  
Harvard University, Graduate School of Education  
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[james\\_kim@harvard.edu](mailto:james_kim@harvard.edu)  
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[https://www.readslab.org/  
@ProfJimmyKim](https://www.readslab.org/@ProfJimmyKim)

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**EDUCATION**

2002 Ed.D., *Harvard University, Graduate School of Education*  
Administration, Planning, & Social Policy  
1997 M.Ed., *University of Virginia, Curry School of Education*  
Social Foundations in Education  
1993 M.T., *University of Virginia, Curry School of Education*  
Elementary and Secondary Education  
1993 B.A., *University of Virginia, College of Arts and Sciences*  
History, College of Arts and Sciences

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**EMPLOYMENT**

2017-Present *Harvard University, Graduate School of Education*  
Professor of Education  
2007-2016 *Harvard University, Graduate School of Education*  
Associate Professor of Education (2012-2016)  
Assistant Professor of Education (2007-2012)  
2004-2006 *University of California, Irvine*  
Assistant Professor of Professor  
2002-2004 *Harvard University, The Civil Rights Project*  
Research Associate  
1999-2003 *American Academy of Arts and Sciences, Initiatives for Children, Center for Evaluation*  
Research Associate  
1993-1996 *Fairfax County Public Schools*  
Middle School History Teacher

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**HONORS, AWARDS, KEYNOTE ADDRESSES**

2018 Keynote, *The Good News About Teaching and Learning in CMS*, Leadership Institute  
2015 Keynote, *Read Charlotte: An Amazing I.D.E.A.* What Matters in Literacy Speaker Series

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2008 Keynote, *National Science Foundation*, Math Science Partnership Learning Network  
2007 Fellow, *National Academy of Education/Spencer Foundation Postdoctoral Fellowship*  
2002-2006 Invited Scholar, Young Faculty Leaders Forum, John F. Kennedy School of Government,  
*Harvard University*  
2000 Recipient, Graduate Research Training Grant, *Spencer Foundation*  
1999 Recipient, Harvey Fellowship, *Mustard Seed Foundation*,  
1997 Recipient, Roy E. Larsen Fellowship, *Harvard University*

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## GRANTS RECEIVED

2018-2023 Improving Early Literacy at Scale through Personalized Diagnosis and Intervention.  
(Co-PI with Elizabeth City, PI, and John Gabrielli, Chris Dede, Joe Blatt, Co-PI's). Chan  
Zuckerberg Foundation (\$30M).

2018-2019 A Model of Reading Engagement (MORE) to Build Science Knowledge and Improve  
Reading Comprehension in First Grade (PI). Cheng Yu Tung Education Research  
Innovation Fund. (\$200,000)

2016-2017 Practices Matter: Elementary Teachers' Literacy Survey and Student Outcomes Study (PI).  
Charlotte-Mecklenburg, North Carolina Schools. (\$33,382).

2016-2021 Efficacy of the Core Knowledge Language Arts Listening and Learning Read Aloud  
Program in Kindergarten through Second Grade Classrooms. (Co-Investigator with  
Sonia Cabell, PI). Reading and Writing, Efficacy and Replication. *U. S. Department of  
Education, Institute of Education Sciences* (\$3,299,999).

2016-2018 Core Support for the Project for Scaling Effective Literacy Reforms. (PI). *Wallace  
Foundation*. (\$200,000).

2010-2018 Project READS: Using Data to Promote Summer Reading & Close the Achievement Gap  
for Low-SES Students in North Carolina. *Investing in Innovations in Education (I3)*,  
(PI). *U.S. Department of Education, Office of Innovation and Improvement*.  
(\$13,062,016)

2010-2017 Project READS: Using Data to Promote Summer Reading & Close the Achievement Gap  
for Low-SES Students in North Carolina. *Wallace Foundation* (\$2,000,000)

2015-2018 Evaluation of READS for Summer Learning: Using Data to Promote Summer Reading &  
Close the Achievement Gap for Low-SES Students in North Carolina (PI). *Wallace  
Foundation* (\$57,776).

2007-2010 Project READS: Proposal for Multi-District Randomized Controlled Trial of a Voluntary  
Summer Reading Intervention." (Co-PI with Jonathan Guryan). *William T. Grant  
Foundation*. (\$609,001)

2006-2009 The Pathway Project: A Cognitive Strategies Approach to Reading and Writing  
Instruction for Teachers of Secondary English Language Learners."  
(Co-Investigator with Carol Olson.) Teacher Quality: Reading and Writing: *U.S.  
Department of Education, Institute of Education Sciences*. (\$2,925,941)

2006-2008 Collaborative Research: Generalized Propensity Score Methods.  
(Co-PI with David Van Dyk, Kosuke Imai, & Donald B. Rubin). Methodology,  
Measurement, and Statistics Section, *National Science Foundation*. (\$460,000)

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**PEER-REVIEWED JOURNAL ARTICLES (\*asterisk denotes names of graduate students, advisees, and postdoctoral fellows at time of publication submission)**

- Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., Scherer, E., Fitzgerald, J., \*Mosher, D. & McIntyre, J. (2022). Longitudinal Randomized Trial of a Sustained Content Literacy Intervention from First to Second Grade: Transfer Effects on Students' Reading Comprehension. *Journal of Educational Psychology*. Advanced Online. <https://doi:10.1037/edu0000751>
- \*Asher, C. A., Scherer, E., & Kim, J. S. (2022). Using a factorial design to maximize the effectiveness of a parental text messaging intervention. *Journal of Research on Educational Effectiveness*, 15(3), 532-557. <https://doi.org/10.1080/19345747.2021.2009073>
- Kim, J. S., Relyea, J. E., Burkhauser, M. A., & Scherer, E., & Rich, P. (2021). Improving Elementary Grade Students' Science and Social Studies Vocabulary Knowledge Depth, Reading Comprehension, and Argumentative Writing: A Conceptual Replication. *Educational Psychology Review*, 33: 1935-1964. <https://doi.org/10.1007/s10648-021-09609-6>
- Kim, J. S., Burkhauser, M. A., \*Mesite, L., \*Ascher, C., \*Relyea, J. E., Fitzgerald, J., & Elmore, J. (2021). Improving Reading Comprehension, Science Domain Knowledge, and Reading Engagement through a First-Grade Content Literacy Intervention. *Journal of Educational Psychology*, 113(1), 3-26. <http://dx.doi.org/10.1037/edu0000465>
- Kim, J. S., Gilbert, J., Yu, Q.\*, & Gale, C.\* (2021). Measures Matter: A Meta-Analysis of the Effects of Educational Apps on Preschool to Grade 3 Children's Literacy and Math Skills. *AERA Open*, 7(1): 1-19. <https://doi:10.1177/23328584211004183>
- \*Hale, E., & Kim, J. S. (2020). An Examination of Low-Level Questions in Informational Read Alouds. *Elementary School Journal*, 120(4): 555-579.
- Kim, J. S. (2019). Making Every Study Count: Learning from Replication Failure to Improve Intervention Research. *Educational Researcher*, 48(9): 599-607. DOI:10.3102/0013189X19891428
- Kim, J. S., \*Asher, C. A., Burkhauser, M., \*Mesite, L., & Leyva, D. (2019). Using a Sequential Multiple Assignment Randomized Trial (SMART) to Develop an Adaptive K-2 Literacy Intervention with Personalized Print Texts and App-Based Digital Activities. *AERA Open*, 5(3): 1-18. <https://doi.org/10.1177/2332858419872701>
- Jones, S. M., LaRusso, M., Kim, J. S., Kim, H. Y., Selman, R., Uccelli, P., Barnes, S. P., Donovan, S., & Snow, C. (2019). Experimental Effects of Word Generation on Vocabulary, Academic Language, Perspective Taking, and Reading Comprehension in High-Poverty Schools. *Journal of Research on Educational Effectiveness*, 12(3): 448-483. <https://doi:10.1080/19345747.2019.1615155>
- \*Wantchekon, K., & Kim, J. S. (2019). Exploring the Relationship Between Reading Engagement and Reading Comprehension by Achievement Level. *Reading & Writing Quarterly*, 35(6): 539-555. doi: 10.1080/10573569.2019.1594474
- \*Qin, W., Kingston, H C., & Kim, J. S. (2019). "What Does Retelling 'Tell' about Children's Reading Proficiency? *First Language*, 39(2): 177-199. <https://doi.org/10.1177/0142723718810605>
- \*Troyer, M., Kim, J. S., \*Hale, E., \*Wantchekon, K., & \*Armstrong, C. (2019). Relations Among Intrinsic and Extrinsic Motivation, Reading Amount, and Comprehension: A Conceptual Replication. *Reading and Writing, An Interdisciplinary Journal*, 32: 1197-1218. <https://doi.org/10.1007/s11145-018-9907-9>
- \*Quinn, D. M., & Kim, J. S. (2018). Experimental Effects of Program Management Approach on Teachers' Professional Ties and Social Capital. *Educational Evaluation and Policy Analysis*, 40(2): 196-218. DOI: 10.3102/0162373717742198
- \*Quinn, D. M., & Kim, J. S. (2017). Scaffolding Fidelity and Flexibility in Educational Program Implementation: Experimental Evidence from a Literacy Intervention. *American Educational Research Journal*, 54(6): 1187-1120. DOI: <https://doi.org/10.3102/0002831217717692>

- Kim, J. S., \*Burkhauser, M. B., \*Quinn, D. M., Guryan, J., \*Kingston, H. C., & \*Aleman, K. (2017). "Effectiveness of Structured Teacher Adaptations to an Evidence-Based Summer Literacy Program." *Reading Research Quarterly*, 52(4): 443-468.
- \*Capotosto, L., Kim, J. S., \*Burkhauser, M. A., \*Park, S. O., \*Mulimbi, B., \*Donaldson, M., & Kingston, H. C. (2017). "Family support of third-grade reading skills, motivation, and habits." *AERA Open*, 3(3): 1-16. DOI: 10.1002/rrq.178
- \*Cooc, N., & Kim, J. S. (2017). "Peer Influence on Children's Reading Skills: Social Network Analysis of Elementary School Classrooms." *Journal of Educational Psychology* 109(5): 727-740.
- Kim, J. S., Hemphill, L., \*Troyer, M. T., Thomson, J. M., Jones, S. J., LaRusso, M. & Donovan, S. (2017). "Engaging Struggling Adolescent Readers to Improve Reading Skills." *Reading Research Quarterly*, 52(3): 357-380. DOI: 10.1002/rrq.171
- \*Lynch, K. & Kim, J. S. (2017). "Effects of a Summer Mathematics Intervention for Low-Income Children." *Educational Evaluation and Policy Analysis*, 39(1): 31-53. DOI:10.3102/0162373716662339
- Kim, J. S., Guryan, J., White, T. G., \*Quinn, D. M., \*Capotosto, L., & Kingston, H. C. (2016). "Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children's Reading Comprehension." *Journal of Research on Educational Effectiveness*, 9(S1): 1-22. DOI: 10.1080/19345747.2016.1164780
- Guryan, J., Kim, J. S., Park, K. S. (2016). "Motivation and Incentives in Education: Evidence from a Summer Reading Experiment." *Economics of Education Review* 55: 1-20.
- \*Capotosto, L. & Kim, J. S. (2016). "Literacy Discussions in Low-Income Families: The Effect of Parent Questions on Fourth Graders' Retellings." *First Language* 36(1): 50-70.
- White, T. G., Kim, J. S., Kingston, H. C., & \*Foster, L. F. (2014). "Replicating the Effects of a Teacher-Scaffolded Voluntary Summer Reading Program: The Role of Poverty." *Reading Research Quarterly* 49(1): 5-30.
- Kim, J. S. & \*Quinn, D. M. (2013). "The Effects of Summer Reading on Low-income Children's Literacy Achievement from Kindergarten to Grade 8: A Meta-analysis of Classroom and Home Interventions." *Review of Educational Research* 83(3): 386-431.
- Olson, C.B., Kim, J. S., Scarcella, R., Kramer, J. S., Pearson, M., van Dyk, D., Collins, P., & Land, R. (2012). "Enhancing the Interpretive Reading and Analytical Writing of Mainstreamed English Learners in Secondary School: Results From a Randomized Field Trial Using a Cognitive Strategies Approach." *American Educational Research Journal* 49(2): 323-355.
- Kim, J. S., Olson, C.B., Scarcella, R., Kramer, J. S., Pearson, M., van Dyk, D., Collins, P., & Land, R. (2011). "A Randomized Experiment of a Cognitive Strategies Approach to Text-Based Analytical Writing for Mainstreamed Latino English Language Learners in Grades 6-12." *Journal of Research on Educational Effectiveness* 4(3): 231-263.
- Kim, J. S., \*Capotosto, L. C., Hartry, A., & Fitzgerald, R. (2011). "Can a Mixed-Method Literacy Intervention Improve the Reading Achievement of Low-Performing Elementary School Students in an After-school Program? Results from a Randomized Controlled Trial of READ 180 Enterprise." *Educational Evaluation and Policy Analysis* 33(2): 183-201.
- Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). "Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms." *American Educational Research Journal* 47(3): 694-739.
- Kim, J. S., & Guryan, J. (2010). "The Efficacy of a Voluntary Summer Book Reading Intervention for Low-Income Latino Children from Language Minority Families." *Journal of Educational Psychology* 99(3):505-515.
- Kim, J. S., \*Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). "A Randomized Experiment of a Mixed-Methods Literacy Intervention for Struggling Readers in Grades 4-6: Effects on Word Reading

- Efficiency, Reading Comprehension and Vocabulary, and Oral Reading Fluency.”  
*Reading and Writing: An Interdisciplinary Journal* 23(1): 1109-1129.
- White, T. G., & Kim, J. S. (2008). “Teacher and Parent Scaffolding of Voluntary Summer Reading.”  
*Reading Teacher* 62(2): 116-125.
- Kim, J. S. & White, T. G. (2008). “Scaffolding Voluntary Summary Reading for Children in Grades 3 to 5:  
An Experimental Study.” *Scientific Studies of Reading* 12(1): 1-23.
- Sunderman, G., & Kim, J. S. (2007). “The Expansion of Federal Power and the Politics of Implementing the  
No Child Left Behind Act.” *Teachers College Press* 109(5): 1057-1085.
- Kim, J. S. (2007). “The Effects of a Voluntary Summer Reading Intervention on Reading Activities and  
Reading Achievement. *Journal of Educational Psychology* 99(3): 505-515.
- Kim, J. S. (2006). “The Effects of a Voluntary Summer Reading Intervention on Reading Achievement:  
Results from a Randomized Field Trial.” *Educational Evaluation and Policy Analysis* 28(4): 335-  
355.
- Kim, J. S., & Sunderman, G. (2005). “Measuring Academic Proficiency Under the No Child Left Behind Act:  
Implications for Educational Equity.” *Educational Researcher* 34(8): 3-12.
- Kim, J. S. (2004). “Summer Reading and the Ethnic Achievement Gap.” *Journal of Education for Students  
Placed at Risk* 9(2): 169-188.
- Brennan, R. T., Kim, J. S., Wenz-Gross, M., & Siperstein, G. N. (2001). “The Relative Equitability of High-  
Stakes Testing versus Teacher-Assigned Grades: An Analysis of the Massachusetts  
Comprehensive Assessment System (MCAS).” *Harvard Educational Review* 71(2): 173-216.
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## WORKING PAPERS

- Kim, J. S., Burkhauser, M. A., Mesite, L., & Troyer, M. T. (2017). Effects of an engagement-focused literacy  
intervention with embedded science content on elementary students’ reading engagement,  
reading motivation, and science concept knowledge. Paper presented at the Twenty-Fifth Annual  
Meeting of the Society for the Scientific Study of Reading (SSSR). Brighton, England, July 18-21.
- Guryan, J., Kim, J. S., Capotosto, L., & Quinn, D. M., Kingston, H. C., Foster, L. & Cooc, N. (2015). “Can  
a Scaffolded Summer Reading Intervention Reduce Socioeconomic Gaps in Children’s Reading  
Comprehension Ability and Home Book Access? Results from a Randomized Experiment,”  
Institute for Policy Research, Northwestern University Working Paper 15-15.  
<http://www.ipr.northwestern.edu/publications/papers/2015/ipr-wp-15-15.html>
- Guryan, J., Kim, J. S., & \*Park, K. (2015). “Motivation and Incentives in Education: Evidence from a  
Summer Reading Experiment.” National Bureau of Economic Research, Cambridge, MA. Working  
Paper 20918. <http://www.nber.org/papers/w20918>
- Guryan, J., Kim, J. S., & \*Quinn, D. M. (2014). “Does Reading During the Summer Build Reading  
Skills? Evidence from a Randomized Experiment in 463 Classrooms.” National Bureau of Economic  
Research, Cambridge, MA. Working Paper 20689. <http://www.nber.org/papers/w20689>
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## NATIONAL REPORTS

- Kim, J. S., & Wei, Z. (2022). Tier 1 Instructional Strategies to Improve K-4 Reading Comprehension.  
EdResearch for Recovery, Annenberg Brown University.  
[https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_25.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_25.pdf)

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>

## PUBLICATIONS FOR PRACTITIONERS

- Kim, J. S., & Burkhauser, M. A. (2022). Teaching for Transfer Can Help Young Children Read for Understanding. *Phi Delta Kappan*, Vol. 103, No. 8, 20-24.  
<https://journals.sagepub.com/doi/full/10.1177/00317217221100006>
- Kim, J. S., Armstrong, C., & Kelley-Kemple, T. (2017). Practices Matter: Elementary Teachers' Literacy Survey and Student Outcomes Study. Cambridge, MA: READS Lab.
- White, T. G., & Kim, J. S. (2011). "Solving the Problem of Summer Reading Loss." *Phi Delta Kappa* 92(7): 64-67.
- White, C. E. & Kim, J. S. (2009). "Putting the Pieces of the Puzzle Together: How Systematic Vocabulary Instruction and Expanded Learning Time Can Address the Literacy Gap." Center for American Progress: Washington, DC.  
[http://www.americanprogress.org/issues/2009/05/elt\\_language\\_development.html](http://www.americanprogress.org/issues/2009/05/elt_language_development.html)
- Kim, J. S. (2008). "How to Make Summer Reading Effective." Johns Hopkins University, *National Center for Summer Learning*.  
<http://www.summerlearning.org/media/researchandpublications/ResearchBrief03FINAL9.10.08Kim.pdf>
- Kim, J. S. (2008). "Research and the Reading Wars." *Phi Delta Kappan* 89(5): 372-375.
- Sunderman, G. L., Orfield, G., & Kim, J. S. (2006). "The Principals Denied by NCLB are Central to Visionary School Reform." *The Education Digest* 72(2): 19-24.
- Kim, J. S. (1993). Addressing Curriculum Deficiencies on Martin Luther King Jr. Through Computer-Assisted Instruction and Multimedia Resources" (ERIC Access Number: ED362442).

## CHAPTERS IN EDITED VOLUMES

- Fitzgerald, J., Relyea, J. E., Elmore, J., & Kim, J. S. (Forthcoming). Academic Vocabulary in First-Grade Children's Compositions: An Exploration. In Liu, X. Hebert, M., & Alves, R. A. (Eds.), *Teaching and Research Literacy and Writing for a Better Life*. New York, NY: Spring.
- Hemphill, L., Kim, J. S., & Troyer, M. T. (2019). Improving Struggling Readers' Literacy Skills Through Talk about Text. In Grover, T., Uccelli, P., Rowe, M., & Lieven, E. (Eds.), *Learning Through Language: Towards an Educationally Informed Theory of Language Learning*. Cambridge: Cambridge University Press. doi: 10.1017/97813167183537.
- Ackman, E., White, T., & Kim, J. S. (2016). "Facilitating Policymakers' Use of the Evidence on Summer Loss and Summer Programs." In Alexander, K., Pitcock, S. & Boulay, M. (Eds.), *Summer Learning and Summer Learning Loss: Theory, Research, and Practice*. New York: Teachers College Press.
- White, T. G., & Kim, J. S. (2010). "Can Silent Reading in the Summer Reduce Socioeconomic Differences in Reading Achievement?" In Hiebert, E. H., & Reutzel, D. R. (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 67-94). Newark, DE: International Reading Association.
- Kim, J. S. (2008). "Research and the Reading Wars." In Hess, F. M. (Ed.), *When Research Matters: How Scholarship Influences Education Policy* (pp. 89-111). Cambridge, MA: Harvard Education Press.
- Kim, J. S. (2007). "The Relative Influence of Research on Class Size Policy." In Loveless, T. & Hess, F. M.

(Eds.), *Brookings Papers on Education Policy 2006/2007* (pp. 273-295) Washington, DC: Brookings Institution Press.

Sunderman, G., L., & Kim, J. S. (2006). "Implementing Supplemental Educational Services: Implications for School Districts and Educational Opportunity." In Wong, K. K., & Rutledge, S. A. (Eds.), *System-wide Efforts to Improve Student Achievement*. Greenwich, CT: Information Age Publishing, Inc.

## BOOKS

Sunderman, G., Kim, J. S., & Orfield, G. (2005). *NCLB Meets School Realities, Lessons from the Field*. Thousand Oaks, CA: Sage/Corwin Press.

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## TEACHING AND UNIVERSITY SERVICE

EVI101: Evidence

S420: Designing Experiments with School Districts to Improve Literacy Practices & Outcomes at Scale

S30: Intermediate Statistics: Applied Regression and Data Analysis

S32: Accumulating Evidence: How to Conduct a Research Synthesis that Informs Education Policy and Practice

S460: Integrating Perspectives in Education

A120: Controversies in Federal Education Policy: Can NCLB Close the Achievement Gap?

Faculty Chair, Masters Redesign Evidence Foundational Course

Faculty Member, Jeanne Chall Endowment Advisory Board, (2012 to 2019)

Concentration Chair, Education Policy, Leadership, and Instructional Practice (2010-11, 2013-14, 2014-15)

Faculty Member, Doctoral Admissions Committee (2010, 2011, 2012, 2014, 2015, 2016, 2017, 2018)

Faculty Member, Search Committee for Quantitative Research, Equity (2014)

Faculty Member, Search Committee for Quantitative Methods (2008)

Faculty Member, Committee on Degrees (2007, 2008)

Faculty Member, Dean's Summer Fellowship Selection Committee (2007)

Faculty Member, Curriculum Planning Committee (2016, 2017)

Faculty Speaker, HGSE Tea and Talk (2013), HGSE Research Colloquia, Human Development and Learning and Teaching (2014)

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## CONSULTING AND ADVISORY BOARD SERVICE

Member, Board of Directors, *Society for Research on Educational Effectiveness* (2020-2022)

Faculty Affiliate, Harvard University, Center for International Development

Technical Working Group, Striving Readers Comprehensive Literacy (SRCL) Program (2018-Present)

National Award Committee Member, AERA *Review of Education Research Award*, (2019)

Consultant, University of Chicago Urban Labs, SAGA Tutoring Project, (2018-2020)

Research Affiliate, *European Literacy Network*: <https://www.is1401eln.eu/en/> (2018-Present)

Academic Advisor, Read Charlotte: [www.readcharlotte.org](http://www.readcharlotte.org) (2015-Present)

Academic Reviewer, RAND Education, Summer Learning Demonstration Report (2014-2019)

Academic Advisor, Brookings Institution Center on Social Dynamics & Policy (2015-Present)

Lead Evaluator, Strategic Adolescent Literacy Intervention, Reading for Understanding, Catalyzing Comprehension through Discussion and Debate, *Institute of Education Sciences* (2010-2015)

Advisory Board Member, National Summer Learning Association (2014-Present)  
Advisory Board Member, Reading Partners (2014-Present)  
Program Chair, *Society for Research on Educational Effectiveness*, Spring Conference (2014)  
Advisory Board Member, *Becoming a Man: Preventing Youth Violence in Chicago*, University of Chicago Crime Lab & Urban Education Lab (2012)  
Research Affiliate, Urban Education Lab (UEL), University of Chicago (2011-Present)  
Plenary Speaker, A Forum on More Time for Learning, Wallace Foundation (2011)  
Methodological Consultant, Random Assignment Study of the READ 180 Program in After School Settings, MPR Associates (2007-2009)  
Methodological Consultant, Teacher Quality Study: An Investigation of the Impact of Teacher Study, Groups, Instructional Reading Group (2005-2008)

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## PROFESSIONAL SERVICE AND MEMBERSHIP

### Editorial Board

*Journal of Educational Psychology*, Consulting Editor  
*Journal of Research on Educational Effectiveness*, Editorial Board Member  
*Reading and Writing: An Interdisciplinary Journal*, Editorial Board Member  
*Reading Research Quarterly*, Editorial Consulting Board

### Journal Reviewer

*AERA Open*, *American Journal of Education*, *Applied Psycholinguistics*, *British Journal of Educational Psychology*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, *Elementary School Journal*, *Journal of the American Statistical Association*, *Journal of Human Resources*, *Journal of Research in Reading*, *Journal of Research on Educational Effectiveness*, *Proceedings of the National Academy of Sciences of the United States of America*, *Reading and Writing: An Interdisciplinary Journal*, *Review of Educational Research*, *Scientific Studies in Reading*

### Grant Reviewer

*Institute of Education Sciences – Reading, Writing, and Language Development*, Standing Review Panel, Principal Member (2016-18)  
*Institute of Education Sciences – Reading, Writing, and Language Development*, Standing Review Panel, Principal Member (2020-2024)  
*William T. Grant Foundation*

### Professional Membership

Voting Member, Society for the Scientific Study of Reading  
Member, Society for Research on Educational Effectiveness  
Member, American Educational Research Association  
Member, American Psychological Association  
Member, International Literacy Association