

James S. Kim

Associate Professor of Education
Harvard University, Graduate School of Education
14 Appian Way, Larsen 505
Cambridge, MA 02138
(O) 617-496-1517
(Fax) 617-384-8117

Email: james_kim@gse.harvard.edu

Faculty Website: <http://scholar.harvard.edu/jameskim>

Project READS Website: http://isites.harvard.edu/project_reads

PROFESSIONAL EXPERIENCE

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

EDUCATION

Harvard University

Ed.D. Administration, Planning, & Social Policy, Graduate School of Education, 2002

University of Virginia

B.A. History, College of Arts and Sciences, 1993

M.T. Elementary and Secondary Education, Curry School of Education, 1993

M.Ed. Social Foundations in Education, Curry School of Education, 1997

Masters Paper: Addressing Curriculum Deficiencies on Martin Luther King Jr.

Through Computer-Assisted Instruction and Multimedia Resources" (ERIC Access
Number: ED362442).

HONORS

Keynote Speaker, National Science Foundation, Math Science Partnership Learning
Network Conference, 2008

Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2007

Invited Scholar, Young Faculty Leaders Forum, Center for Business and Government, John
F. Kennedy School of Government, Harvard University, 2002-2006

Graduate Research Training Grant, Spencer Foundation, 2000

Harvey Fellowship, Mustard Seed Foundation, 1999

Roy E. Larsen Fellowship, Harvard University, 1997

GRANTS

Principal Investigator, 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), Grant Number U396B100195, Office of Innovation and

- Improvement, United States Department of Education, \$15,578,468 (2010-2015)
Principal Investigator with Guryan, J. Project READS: Proposal for Multi-District
Randomized Controlled Trial of a Voluntary Summer Reading Intervention, Grant
Number 8130, William T. Grant Foundation, \$609,001 (2007-2010)
- Co-Investigator with Olsen, C. (Principal Investigator), Chiappe, P., Scarcella, R. C., Land, R.
E., & van Dyk, D. The Pathway Project: A Cognitive Strategies Approach to Reading
and Writing Instruction for Teachers of Secondary English Language Learners,
Teacher Quality Research: Reading/Writing Grants, Grant Number R305W06016,
Institute of Education Sciences, United States Department of Education, \$2,925,941
(2006-2009)
- Co-Principal Investigator with van Dyk, D., Imai, K., & Rubin, D. Collaborative Research:
Generalized Propensity Score Methods. Methodology, Measurement, and Statistics
Section, National Science Foundation, \$460,000 (2006-2008)

PUBLICATIONS

Peer-Reviewed Journals

- 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*, published online 25 April
2013. DOI: 10.3102/0034654313483906
- 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*, vol. 49, no. 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*, vol. 4, no. 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*, vol. 33, no. 2, pp. 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*, vol.
47, no. 3, pp. 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, vol. 99, no. 3, pp. 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*, vol. 23, no. 1,

- pp. 1109-1129.
- White, T. G., & Kim, J. S. (2008). Teacher and Parent Scaffolding of Voluntary Summer Reading. *Reading Teacher*, vol. 62, no. 2, pp. 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*, vol. 12, no. 1, pp. 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*, vol. 109, no. 5, pp. 1057-1085.
- Kim, J. S. (2007). The Effects of a Voluntary Summer Reading Intervention on Reading Activities and Reading Achievement. *Journal of Educational Psychology*, vol. 99, no. 3, pp. 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*, vol. 28, no. 4, pp. 335-355.
- Kim, J. S., & Sunderman, G. (2005). Measuring Academic Proficiency Under the No Child Left Behind Act: Implications for Educational Equity. *Educational Researcher*, vol. 34, no. 8, pp. 3-12.
- Kim, J. S. (2004). Summer Reading and the Ethnic Achievement Gap. *Journal of Education for Students Placed at Risk*, vol. 9, no. 2, pp. 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*, vol. 71, no. 2, pp. 173-216.

Books and Edited Volumes

- 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." Wong, K. K., & Rutledge, S. A. (Eds.), *System-wide Efforts to Improve Student Achievement*. Greenwich, CT: Information Age Publishing, Inc.
- Sunderman, G., Kim, J. S., & Orfield, G. (2005). *NCLB Meets School Realities, Lessons from the Field*. Thousand Oaks, CA: Sage/Corwin Press.

Professional Publications for Policymakers and Practitioners

- White, T. G., & Kim, J. S. (2011). Solving the Problem of Summer Reading Loss. *Phi Delta Kappan*, vol. 92, no. 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
- 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*, vol. 89, no. 5, pp. 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*, vol. 72, no. 2, pp. 19-24.

INVITED PRESENTATIONS

- Kim, J. S. (2012). Improving Reading Comprehension by Fostering Children's Engagement with Books During Summer Vacation: A Cluster-Randomized Trial Comparing Content- and Strategy-Oriented Instruction for Elementary School Children. Improving Education through Accountability and Evaluation: Lessons from Around the World. INVALSI, Rome, Italy. October 3-5, 2012.
- Kim, J. S. (2009). More Than Main Effects: Designing Randomized Experiments to Test Moderators and Mediators of Student Achievement. STEM Education Research Designs, Conceptual and Practical Considerations for Planning Experimental Studies, National Science Foundation.
- Kim, J. S. (2007). Project READS: A Multi-District Randomized Controlled Trial of a Voluntary Summer Reading Intervention. Brown University Seminar on Urban Education Policy.
- Kim, J. S. (2007). How Randomized Field Trials Democratize Knowledge. National Science Foundation, STEM Education Research Designs: Workshop on Conceptual and Practical Considerations for Planning Experimental Studies.
- Kim, J. S. (2005). Project READS (Reading Enhances Achievement During Summer): Results from a Randomized Field Trial of a Voluntary Summer Reading Intervention. Paper presented at Princeton University, Department of Economics, Education Research Section.
- Kim, J. S. (2005). Project READS (Reading Enhances Achievement During Summer): A Theory-Based Reading Intervention Designed to Prevent Summer Reading Loss. Paper presented at the meeting of the Center for Summer Learning, Johns Hopkins University, Baltimore, MD.
- Kim, J. S. (2004). Accountability and Its Impact on Access to Higher Education. Paper presented at meeting of the College Board, New England Regional Forum.
- Kim, J. S. (2004). Summer Book Reading and the Ethnic Achievement Gap. Paper presented at the Young Faculty Leaders Forum, The Center for Business and Government, John F. Kennedy School of Government, Harvard University, Cambridge, MA.
- Kim, J. S. (2002). The Relevance and Irrelevance of Summer School. Paper presented at the Young Faculty Leaders Forum, The Center for Business and Government, John F. Kennedy School of Government, Harvard University, Cambridge, MA.

CONFERENCE PAPERS AND POSTER PRESENTATIONS

- Kim, J. S. (2012). Improving Reading Comprehension by Fostering Children's Engagement with Books During Summer Vacation: A Cluster-Randomized Trial Comparing Content- and Strategy-Oriented Instruction for Elementary School Children. Improving Education through Accountability and Evaluation: Lessons from Around the World. INVALSI, Rome, Italy. October 4, 2012.
- Kim, J. S., White, T. G., Kingston, H., & Foster, L. (2012). Enhancing summer book reading: A comparison of strategy and text structure instruction on comprehension. Paper Presented at the 19th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada, 2012.
- Kim, J. S., & Quinn, D. M. (2012). A Meta-analysis of K-8 Summer Reading Interventions: The Role of Income Status in Explaining Variation in Treatment Effects. Paper Presented at the Annual Meeting of the Society for Research on Educational Effectiveness, March, 2012.
- Kim, J. S., Olson, C. B., Scarcella, R. (2011). 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. Paper presented at the 18th Annual Meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- Capotosto, L., Oh, S., Kim, J. S., & Cooc, N. (2011). Beyond Test Scores and SES: How do Proficient and Struggling Third Grade Readers Differ? Poster presented at the 18th Annual Meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- Kim, J. S. & Guryan, J. (2011). Addressing Socio-Economic Disparities in Non-Cognitive and Cognitive Skills through Summer Book Reading: Results from a Longitudinal Randomized Experiment. Paper presented at the 2011 Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Kim, J. S. (2010). Does Access to Books During Summer Vacation Increase Home Reading Activities and Improve Reading Ability? Results from a Two-Year Longitudinal Randomized Experiment. Poster presented at the 17th Annual Meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Kim, J. S. & Guryan, J. (2008). Can Parents and Family Members Enhance the Effectiveness of a Voluntary Summer Book Reading Intervention for Low-Income Children? Results from an Experimental Study. Poster presented at the 15th Annual Meeting of the Society for the Scientific Study of Reading. Asheville, NC.
- Gersten, R., Dimino, J., Jayanthi, M., Kim, J., & Santoro, L. (2008). Impact of Teacher Study Groups on Observed Teacher Practice and Student Vocabulary Comprehension for First Grade Teachers: Results of Large-Scale Randomized Control Trials. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Crystal City, Virginia.
- Kim, J. S. & White, T. G. (2006). Enhancing the Effects of Voluntary Reading on Reading Achievement: Results from an Experimental Student for Students in Grades 3, 4, and 5. Paper to be presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Sunderman, G., Tracey, C., & Kim, J. S. (2005). No Child Left Behind: The Teachers' Voice. Paper presented at the annual meeting of the American Educational Research

Association, Montreal, Canada.

Kim, J. S., & Sunderman, G. (2004). Can NCLB Provide Good Options for Students in Low-Performing Schools? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Kim, J. S., & Sunderman, G. (2003). A Comparison of Accountability Policies in Virginia and Georgia. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Kim, J. S. & Sunderman, G. (2003). School Choice Implementation in Three Urban Districts. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

PROFESSIONAL SERVICE AND AFFILIATIONS

National

Editorial Board, *Reading Research Quarterly*, 2012 to Present

Advisory Board Member, *Becoming a Man: Preventing Youth Violence in Chicago*, University of Chicago Crime Lab & Urban Education Lab, 2012 to Present

Research Affiliate, Urban Education Lab (UEL), University of Chicago, 2011 to Present

Voting Member, Society for the Scientific Study of Reading, 2011 to Present

Plenary Speaker, *Reimagining the School Day: A Forum on More Time for Learning*, Wallace Foundation, May 17, 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.

Harvard University, Graduate School of Education

Faculty Member, Jeanne Chall Endowment Advisory Board, 2012 to Present

Concentration Chair, Education Policy, Leadership, and Instructional Practice, 2010-11

Faculty Member, Doctoral Admissions Committee, 2010, 2011, 2012

Faculty Member, Committee on Degrees, 2007, 2008

Faculty Member, Search Committee for Quantitative Methods, 2008

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

TEACHING

Harvard Graduate School of Education

S460: Integrating Perspectives in Education

S32A1/S32A2: Accumulating Evidence: How to Conduct a Research Synthesis that Informs Education Policy and Practice

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

PROFESSIONAL ORGANIZATIONS

American Educational Research Association

International Reading Association

Society for the Scientific Study of Reading

Society for Research on Educational Effectiveness

JOURNAL REVIEWER

American Journal of Education

Applied Psycholinguistics

British Journal of Educational Psychology

Educational Evaluation and Policy Analysis

Journal of the American Statistical Association

Journal of Human Resources

Journal of Research in Reading

Journal of Research on Educational Effectiveness

Scientific Studies in Reading

Reading Research Quarterly

Reading and Writing: An Interdisciplinary Journal

GRANT REVIEWER

William T. Grant Foundation