

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

Associate Professor of Education  
Harvard University, Graduate School of Education  
14 Appian Way, Larsen 505  
Cambridge, MA 02138  
(O) 617.496.1517  
[james\\_kim@gse.harvard.edu](mailto:james_kim@gse.harvard.edu)  
<http://scholar.harvard.edu/jameskim>  
<http://literacy-reforms.gse.harvard.edu>

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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**

2007-Present *Harvard University, Graduate School of Education*  
Associate Professor of Education  
Assistant Professor of Education (2007-2012)  
2004-2006 *University of California, Irvine*  
Assistant Professor of Professor  
2002-2004 *Harvard University's 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**

2015 Keynote, *Read Charlotte: An Amazing I.D.E.A.* What Matters in Literacy Speaker Series  
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*

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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

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, Thomas G. White, 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. *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 PUBLICATIONS (\*names of graduate students, advisees, postdoctoral fellows)

Kim, J. S., \*Burkhauser, M. B., \*Quinn, D. M., Guryan, J., Kingston, H. C., & Aleman, K. (Provisionally Accepted). "Effectiveness of Structured Teacher Adaptations to an Evidence-Based Summer Literacy Program." *Reading Research Quarterly*.

\*Cooc, N., & Kim, J. S. (2016). "Peer Influence on Children's Reading Skills: Social Network Analysis of Elementary School Classrooms." *Journal of Educational Psychology*. Forthcoming.

Kim, J. S., Hemphill, L., \*Troyer, M. T., Thomson, J. M., Jones, S. J., LaRusso, M. & Donovan, S. (2016). "Engaging Struggling Adolescent Readers to Improve Reading Skills." *Reading Research Quarterly*, DOI: 10.1002/rrq.171

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*, DOI: 10.1080/19345747.2016.1164780
- \*Lynch, K. & Kim, J. S. (2016). "Effects of a Summer Mathematics Intervention for Low-Income Children." *Educational Evaluation and Policy Analysis*, DOI:10.3102/0162373716662339
- 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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#### PEER-REVIEWED PUBLICATIONS UNDER REVIEW

- \*Capotosto, L., Kim, J. S., \*Mulimbi, B., \*Burkhauser, M. B., \*Gramling, M. D., & Kingston, H. C. (Revise and Resubmit). "I Prefer Him to Be Someone in Life": Characteristics of Low-Socioeconomic Family Support of Third Grade Literacy Development. *AERA Open*.
- \*Quinn, D. M., & Kim, J. S. (Revise and Resubmit). Scaffolding Fidelity and Flexibility in Educational Program Implementation: Experimental Evidence from a Literacy Intervention. *American Educational Research Journal*.
- Jones, S. M., LaRusso, M., Kim, J. S., Kim, H. Y., Selman, R., Uccelli, P., Barnes, S., Donovan, S., & Snow, C. (Under Review). Experimental Effects of Word Generation on Vocabulary, Academic Language, Perspective Taking, and Reading Comprehension in High Poverty Schools. *Journal of Research on Educational Effectiveness*.

#### WORKING PAPERS

- 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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#### BOOKS

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

#### CHAPTERS, REPORTS, EDITED VOLUMES, AND PUBLICATIONS FOR PRACTITIONERS

- 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>
- 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. (2011). "Solving the Problem of Summer Reading Loss." *Phi Delta Kappa* 92(7): 64-67.
- 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.
- 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.
- 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.
- 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).
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## INVITED PRESENTATIONS

- Kim, J. S. (2014). Effects of Scaffolded Summer Reading on Elementary School Children's Reading Comprehension, Reading Engagement, and Peer Advice Networks: Results from a Statewide Randomized Experiment. New York University, Institute of Human Development and Social Change, Institute of Education Sciences, Pre-doctoral Interdisciplinary Research Training (IES-PIRT) Proseminar.
- Kim, J. S. & White, T. G. (2014). Instruction and Student Achievement Invited Symposium Replicating the Effects of Literacy Interventions: Early Results from Investing in Innovation (i3) Scale-Up and Validation Studies. Washington, DC: Society for Research on Educational Effectiveness, Spring 2014 Annual Conference.
- 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, 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.
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#### PEER-REVIEWED CONFERENCE PRESENTATIONS

- Kim, J. S., Burkhauser, M. B., Quinn, D. Q., Kingston, H. C., Guryan, J. (2016). Adapting an Evidence-Based Literacy Intervention to Promote Reading Engagement and Comprehension: A School-Level Randomized Experiment to Assess the Role of Teacher Adaptations on Student Outcomes. *Society for the Scientific Study of Reading, 23<sup>rd</sup> Annual Meeting, Porto, Portugal*,
- Kim, J. S., Guryan, J., Quinn, D. M., Kingston, H. C. (2015). Does Increasing Children's Access to Books at Home Mediate the Long-term Effects of Scaffolded Summer Reading on Reading Comprehension. *Society for the Scientific Study of Reading, 22<sup>st</sup> Annual Meeting, Hapuna Beach, Hawaii*.
- Hemphill, L., Kim, J. S., Yudron, M., Jones, S. J., LaRusso, M., Donovan, S., Sabatini, J., & O'Reilly, T. (2015). Experimental Effects of the Strategic Adolescent Reading Intervention on Reading Outcomes in High Poverty Middle Schools. *Washington, DC: Society for Research on Educational Effectiveness, Spring 2015 Annual Conference*.
- Kim, J. S., Guryan, J., White, T. G., Kingston, H. C., Foster, L. F., & Quinn, D. Q. (2014). Can a Scaffolded Summer Reading Program Close Disparities in Reading Comprehension in the Elementary Grades? Results from a Randomized Controlled Trial. *Santa Fe, New Mexico. Society for the Scientific Study of Reading, 21<sup>st</sup> Annual Meeting*.
- Kim, J. S., Capostosto, L., Kingston, H. C., Foster, L., Quinn, D., Cooc, N., & Guryan, J. (2013). How Does

- School and Family Socioeconomic Status (SES) Moderate the Effects of a Teacher- and Parent-Scaffolded Voluntary Summer Reading Intervention? Hong Kong. Society for the Scientific Study of Reading, 20<sup>th</sup> Annual Meeting.
- Kim, J. S., Kingston, H. C., White, T. G., & Foster, F. (2012). Enhancing Summer Book Reading: A Comparison of Strategy and Text Structure Instruction on Reading Comprehension. Montreal, Canada. Society for the Scientific Study of Reading, 19<sup>th</sup> Annual Meeting.
- 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. Washington, DC: Society for Research on Educational Effectiveness, Spring 2012 Annual Conference.
- Olson, C. B., Scarcella, R., & Kim, J. S. (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. St. Pete Beach, Florida. Society for the Scientific Study of Reading, 18<sup>th</sup> Annual Meeting.
- Capotosto, L., Oh, S. J., Kim, J. S., & Cooc, N. (2011). Beyond Test Scores and SES: How do Proficient and Struggling Third Grade Readers Differ (Poster). St. Pete Beach, Florida. Society for the Scientific Study of Reading, 18<sup>th</sup> Annual Meeting.
- Kim, J. S. (2010). Does Access to Books During Summer Vacation Increase Home Reading Activities and Improve Reading Ability? Results from a 2-Year Longitudinal Randomized Experiment. Berlin, Germany. Society for the Scientific Study of Reading, 17<sup>th</sup> Annual Meeting.
- Capotosto, L., & Kim, J. S. (2010). Training Parents in Word Reading Instruction: A Meta-analysis of Family Literacy Interventions. Berlin, Germany. Society for the Scientific Study of Reading, 17<sup>th</sup> Annual Meeting.
- 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. Asheville, North Carolina. Society for the Scientific Study of Reading, 15<sup>th</sup> Annual Meeting.
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## TEACHING AND UNIVERSITY SERVICE

- 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 Member, Jeanne Chall Endowment Advisory Board, (2012 to Present)
- 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)
- 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)
- 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

Academic Advisor, Read Charlotte: [www.readcharlotte.org](http://www.readcharlotte.org) (2015-Present)  
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)  
Academic Reviewer, RAND Education, Summer Learning Demonstration Report (2014-2016)  
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

*Reading Research Quarterly*, Editorial Consulting Board (2013-Present)  
*Journal of Educational Psychology*, Consulting Editor (2013-Present)

### Journal Reviewer

*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)  
*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