

JAMES S. KIM

Professor of Education, Literacy and Languages
Harvard University, Graduate School of Education
14 Appian Way, Larsen 505
Cambridge, MA 02138
Phone: 617.496.1517
Email: james_kim@harvard.edu
Personal: <http://scholar.harvard.edu/jameskim>
READS Lab: <https://www.readslab.org/>
Social Media: <https://twitter.com/ProfJimmyKim>

RESEARCH AND PROFESSIONAL STATEMENT

As shown by my publications and my collaborations with public and private funding agencies, school districts, and non-profit organizations, I am a literacy scholar with deep expertise in the following areas: elementary and middle school children's literacy learning opportunities and outcomes, with a focus on improving reading comprehension and writing outcomes; designing and scaling engaging literacy interventions that emphasize the role of student engagement and domain knowledge in supporting long-term improvements in literacy; large-scale and longitudinal intervention studies that examine the mechanisms that lead to far transfer across academic domains, including English language arts, science, social studies, and mathematics; individual and group-level randomized controlled trial designs with children and youth in diverse social contexts, including after school programs, summer center and home-based programs, and whole school, multi-year interventions; and novel methods for bridging research and practice in university and school district partnerships using structured adaptations to evidence-based policies, practices, and programs.

EDUCATION

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

PROFESSIONAL EXPERIENCE

2017-Present	<i>Harvard University, Graduate School of Education</i> Professor of Education
2007-2016	<i>Harvard University, Graduate School of Education</i> Associate Professor of Education (2012-2016) Assistant Professor of Education (2007-2012)
2004-2006	<i>University of California, Irvine</i> Assistant Professor of Professor
2002-2004	<i>Harvard University, The Civil Rights Project</i>

	Research Associate
1999-2003	<i>American Academy of Arts and Sciences, Initiatives for Children, Center for Evaluation</i>
	Research Associate
1993-1996	<i>Fairfax County Public Schools</i>
	Middle School History Teacher

KEYNOTE ADDRESSES, HONORS, & FELLOWSHIPS

2023	Newbiggin Fellow
2018	Keynote, <i>The Good News About Teaching and Learning in CMS</i> , Leadership Institute
2015	Keynote, <i>Read Charlotte: An Amazing I.D.E.A.</i> What Matters in Literacy Speaker Series
2008	Keynote, <i>National Science Foundation</i> , Math Science Partnership Learning Network
2007	Fellowship, <i>National Academy of Education/Spencer Foundation Postdoctoral Fellowship</i>
2002-2006	Invited Scholar, Young Faculty Leaders Forum, John F. Kennedy School of Government, <i>Harvard University</i>
2000	Graduate Research Training Grant, <i>Spencer Foundation</i>
1999	Harvey Fellowship, <i>Mustard Seed Foundation</i> ,
1997	Roy E. Larsen Fellowship, <i>Harvard University</i>

GRANTS RECEIVED

2024-2028	Scaling a National Model of Reading Engagement (MORE) to Improve First to Fourth-Grade Students' Reading Comprehension (PI). Education Innovation and Research (EIR) Mid-Phase Award. <i>U. S. Department of Education, Office of Elementary and Secondary Education</i>
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
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
2016-2017	Practices Matter: Elementary Teachers' Literacy Survey and Student Outcomes Study (PI). Charlotte-Mecklenburg, North Carolina Schools
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. <i>U. S. Department of Education, Institute of Education Sciences</i>
2016-2018	Core Support for the Project for Scaling Effective Literacy Reforms. (PI). <i>Wallace Foundation</i>
2010-2018	Project READS: Using Data to Promote Summer Reading & Close the Achievement Gap for Low-SES Students in North Carolina. <i>Investing in Innovations in Education (I3)</i> , (PI). <i>U.S. Department of Education, Office of Innovation and Improvement</i> .
2010-2017	Project READS: Using Data to Promote Summer Reading & Close the Achievement Gap for Low-SES Students in North Carolina. <i>Wallace Foundation</i>
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). <i>Wallace Foundation</i>

- 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*
- 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*
- 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*

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

- Mosher, D. M.**, & Kim, J. S. (2024). Building a Science of Teaching Reading and Vocabulary: Experimental Effects of Structured Supplements for a Read Aloud Lesson Third Graders’ Domain-Specific Reading Comprehension. *Scientific Studies in Reading*. Advance online publication. <https://doi.org/10.1080/10888438.2024.2368145>.
- Kim, J. S., **Gilbert, J. B.**, Relyea, J. E., Rich, P., Scherer, E., Burkhauser, M. A., & Tvedt, J. N. (2024). Time to Transfer: Long-Term Effects of a Sustained and Spiraled Content Literacy Intervention in the Elementary Grades. *Developmental Psychology*. Advance online publication. [DOI]
- Gilbert, J. B.**, Kim, J. S., & Miratrix, L. M. (2024). Leveraging Item Parameter Draft to Assess Transfer Effects in Vocabulary Learning. *Applied Measurement in Education*.
- Relyea, J. E., Kim, J. S., Rich, P., & Fitzgerald, J. (2024). Effects of Tier I Content Literacy Intervention on Early-Grade English Learners’ Reading and Writing: Exploring the Mediating Roles of Domain-Specific Vocabulary and Oral Language Proficiency. *Journal of Educational Psychology*, <http://doi.org/10.1037/edu0000882>
- Mosher, D. M.**, Burkhauser, M. A., & Kim, J. S. (2024). Improving Second-Grade Reading Comprehension Through a Sustained Content Literacy Intervention: A Mixed-Methods Study Examining the Mediating Role of Domain-Specific Vocabulary. *Journal of Educational Psychology*, 116(4), 550-568. <https://doi.org/10.1037/edu0000868>
- Asher, C. A., Scherer, E., Kim, J. S., & Tvedt, J. N. (2024). Understanding Heterogeneous Patterns of Family Engagement With Educational Technology to Inform School-Family Communication in Linguistically Diverse Communities. *Educational Researcher*, 0(0). <https://doi-org.ezp-prod1.hul.harvard.edu/10.3102/0013189X241238651>
- Mozer, R., Miratrix, L., **Relyea, J. E.**, & Kim, J. S. (2023). Combining Human and Automated Scoring Methods in Experimental Assessments of Writing: A Case Study Tutorial. *Journal of Educational and Behavioral Statistics*. Online First. [DOI]
- Kim, J. S., Burkhauser, M. A., Relyea, J. E., **Gilbert, J. B.**, Scherer, E., Fitzgerald, J., **Mosher, D.** & McIntyre, J. (2023). Longitudinal Randomized Trial of a Sustained Content Literacy Intervention from First to Second Grade: Transfer Effects on Students’ Reading Comprehension. *Journal of Educational Psychology*, 115(1), 73–98. [DOI]
- *Meets WWC (What Works Clearinghouse) Standards Without Reservations: <https://ies.ed.gov/ncee/wwc/Study/90650>
- Gilbert, J. B.**, Kim, J. S., & Miratrix, L. (2023). Modeling Item-Level Heterogeneous Treat Effects with the Explanatory Item Response Model: Leveraging Large-Scale Online Assessments to Pinpoint the Impact of Educational Interventions. *Journal of Educational and Behavioral Statistics*. 48(6), 889-913. [DOI]

- Relyea, J. E., Rich, P., Kim, J. S., **Gilbert, J. B.** (2023). The COVID-19 Impact of Reading Achievement Growth of Grade 3-5 Students in a U.S. Urban School District: Variation Across Student Characteristics and Instructional Modalities. *Reading and Writing*, 36: 317-346. [DOI]
- 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. [DOI]
- 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. [DOI]
- Kim, J. S., Burkhauser, M. A., **Mesite, L.**, **Asher, 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. [DOI][Public]
- *APA Journals Article Spotlight: <https://www.apa.org/pubs/highlights/spotlight/issue-207>
- *Meets WWC (What Works Clearinghouse) Standards Without Reservations: <https://ies.ed.gov/ncee/wwc/Study/90649>
- 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. [DOI]
- 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]
- 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. [DOI][Public]
- 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. [DOI][Public]
- 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]
- Qin, W.**, Kingston, H C., & Kim, J. S. (2019). "What Does Retelling 'Tell' about Children's Reading Proficiency? *First Language*, 39(2): 177-199. [DOI]
- 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. [DOI]
- 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]
- 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]

- 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. [DOI]
- 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]
- Cooc, N., & Kim, J. S.** (2017). "Peer Influence on Children's Reading Skills: A Social Network Analysis of Elementary School Classrooms." *Journal of Educational Psychology* 109(5): 727-740. [DOI][Public]
- 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 [DOI][Public]
*Meets WWC (What Works Clearinghouse) Standards Without Reservations:
<https://ies.ed.gov/ncee/wwc/Study/85771>
- 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]
- 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][Public]
*Meets WWC (What Works Clearinghouse) Standards Without Reservations:
<https://ies.ed.gov/ncee/wwc/Study/90427>
- 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. [DOI]
- 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. [DOI]
- 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. [DOI][Public]
*Meets WWC (What Works Clearinghouse) Standards Without Reservations:
<https://ies.ed.gov/ncee/wwc/Study/90137>
- 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. [DOI][Public]
- 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. [DOI][Public]
- 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. [DOI][Public]
*Meets WWC (What Works Clearinghouse) Standards Without Reservations:
<https://ies.ed.gov/ncee/wwc/study/78614>
- 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. [DOI][Public]

*Meets WWC (What Works Clearinghouse) Standards Without Reservations:

<https://ies.ed.gov/ncee/wwc/study/89781>

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. [DOI][Public]

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. [DOI][Public]

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.” [DOI][Public] *Reading and Writing: An Interdisciplinary Journal* 23(1): 1109-1129.

*Meets WWC (What Works Clearinghouse) Standards With Reservations:

<https://ies.ed.gov/ncee/wwc/Study/82600>

White, T. G., & Kim, J. S. (2008). “Teacher and Parent Scaffolding of Voluntary Summer Reading.” *Reading Teacher* 62(2): 116-125. [DOI][Public]

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. [DOI][Public]

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. [DOI][Public]

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. [DOI][Public]

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. [DOI][Public]

Kim, J. S. (2004). “Summer Reading and the Ethnic Achievement Gap.” *Journal of Education for Students Placed at Risk* 9(2): 169-188. [DOI][Public]

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. [DOI][Public]

PUBLIC COMMUNICATION OF RESEARCH TO POLICY AND PRACTICE AUDIENCES

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

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. [DOI]

Kim, J. S., Armstrong, C., & Kelley-Kemple, T. (2017). Practices Matter: Elementary Teachers’ Literacy Survey and Student Outcomes Study. Cambridge, MA: READS Lab.

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: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf
- White, T. G., & Kim, J. S. (2011). "Solving the Problem of Summer Reading Loss." *Phi Delta Kappa* 92(7): 64-67. [DOI]
- 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* 89(5): 372-375. [DOI]
- 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).
<https://files.eric.ed.gov/fulltext/ED362442.pdf>

CHAPTERS IN EDITED VOLUMES

- Kim, J. S., & Mosher, D. M. (2023). Structuring Adaptations for Scaling Up Evidence-Based Literacy Interventions. In Cabell, S. Q., Neuman, S. B., & Terry, N. P. (Eds.), *Handbook on the Science of Early Literacy* (pp. 253-268). New York, NY: The Guilford Press.
- Fitzgerald, J., Relyea, J. E., Elmore, J., & Kim, J. S. (2023). Academic Vocabulary in First-Grade Children's Compositions: An Exploration. In Liu, X. Hebert, M., & Alves, R. A. (Eds.), *The Hitchhiker's Guide to Writing Research, A Festschrift for Steve Graham* (pp. 75-96). Cham, Switzerland: Springer.
- 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.

SELECTED PRESENTATIONS (2021 onward)

- Collins, T., Harrison, T., Hanford, E., & Kim, J. S. (2023, May). Battle Lines: Science of Reading. Strategic Data Project Annual Conference. Panelist. Chicago, IL.
- Kim, J. S. (2023, March). Deep and Simple Schemas: How Engaging With Content Improves Reading Comprehension. North Carolina State University, Invited Presentation. Presenter.
- Kim, J. S. (2023, February). How Engaging with Content Improves Reading Comprehension. Great Minds: <https://greatminds.org/webinar/how-engaging-with-content-improves-reading-comprehension> Presenter.
- Kim, J. S. (2022, September). Boosting STEM Literacy for All Learners: Findings and Lessons Learned from Three Randomized Controlled Trials. Discussant. Annual Meeting of the Society for Research on Educational Effectiveness (SREE). Arlington, VA.
- Kim, J. S., Burkhauser, M. A., Scherer, E., Mosher, D. M., Gilbert, J. B., Relyea, J. E., & Wei, Z. (2022, September). Effectiveness of Structured Teacher Adaptations to an Online Science Content Literacy Intervention to Improve Third-Graders' Reading Comprehension: A Randomized Controlled Trial During the COVID-19 Pandemic. Presenter. Annual Meeting of the Society for Research on Educational Effectiveness (SREE). Arlington, VA.
- Kim, J. S., Burkhauser, M. A., Scherer, E., Mosher, D. M., Gilbert, J. B., Relyea, J. E., & Wei, Z., Newhouse, R., & Petscher, Y. (2022, July). Bridging the Science of Reading Research and Practice Through Structured Teacher Adaptations to an Online Science Content Literacy Intervention for Third-Grade Students: A Classroom-Level Randomized Trial. Presenter. 29th Annual Meeting of the Society for the Scientific Study of Reading (SSSR). Newport Beach, CA. Presenter.
- Kim, J. S. (2022, June). Long-Term Effects of a Sustained Content Literacy Intervention on Third-Graders' Reading Comprehension Outcomes. ProLEER Online Talk. Invited Presentation. Presenter.
- Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., Scherer, E., Fitzgerald, J., Mosher, D. M., & McIntyre, J. (2021, July). Transfer Effects of an Elementary Content Literacy Intervention on Second-Graders' Science Content Reading Comprehension: A Cluster Randomized Controlled Trial. Presenter. 28th Annual Meeting of the Society for the Scientific Study of Reading (SSSR). Virtual Conference. Presenter.

TEACHING AND UNIVERSITY SERVICE

EV101: 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 Member, Harvard University, Committee on the Use of Human Subjects (2023-24)

Faculty Co-Chair, Masters Redesign Evidence Foundational Course (2017 to present)

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)

CONSULTING AND ADVISORY BOARD SERVICE

Member, Board of Directors, *Society for Research on Educational Effectiveness* (2020-Present)
Member, Scientific Advisor Committee, The Knowledge Matters Campaign (2023-Present)
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 (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)

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, International Literacy Association