

Michael J. Kieffer

New York University
239 Greene Street, Room 526
New York, NY 10003
Email: michael.kieffer@nyu.edu

EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Ed.D., Language and Literacy, 2009

Ed.M., Human Development and Psychology, 2006

Concentration in Quantitative Methodology in Developmental Research

Stanford University, Stanford, CA

B.A., English with an Interdisciplinary Emphasis, 2000

Graduated Phi Beta Kappa, with Departmental Honors, and with Distinction

PROFESSIONAL EXPERIENCE

Associate Professor of Literacy Education (tenured), 2015 – present

Associate Professor of Literacy Education (tenure-track), 2012 – 2015

Department of Teaching & Learning

Steinhardt School of Culture, Education, & Human Development

New York University

Assistant Professor of Language and Education (tenure-track), 2009-2012

Department of Arts & Humanities

Teachers College, Columbia University

Teacher, English-as-a-Second-Language & English-Language Arts, 2000-2004

Stephens Middle School, Long Beach, CA

SELECTED HONORS AND AWARDS

English Language Learners Policy Fellowship, funded by Spencer, WT Grant Foundations (2015-17)

Assessment for Effective Intervention Outstanding Reviewer (2015)

American Educational Research Association, Division C Early Career Award (2014)

International Reading Association Dina Feitelson Research Award (2013)

NYU Steinhardt Griffiths Research Award (2013)

American Educational Research Association Outstanding Reviewer (2013, 2015)

National Academy of Education/Spencer Postdoctoral Fellowship (2012)

Spencer Foundation Exemplary Dissertation Award (2010)

Teachers College Dean's Competitive Grant for Pre-tenured Faculty (2010)

Spencer Foundation Dissertation Fellowship (2008)

National Academy of Education Adolescent Literacy Pre-doctoral Fellowship (2008; funding declined)

International Reading Association Jeanne S. Chall Research Fellowship (2008)

Harvard University Presidential Fellowship (2004-2008)

Harvard Graduate School of Education Jeanne Chall Research Travel Grant (2007)

Harvard Graduate School of Education Spencer Pre-doctoral Research Apprenticeship (2006-2007)

Harvard Graduate School of Education Dean's Summer Fellowship (2005, 2006)

Stanford University President's Scholarship (1996-2000)

RESEARCH GRANTS

Kieffer, M. J. (PI), Proctor, C. P. (Co-PI), & Cappella, E. (Co-I). (2020-2023). *Exploring the effects of heterogeneous grouping on English learners' language, reading comprehension, and social network development*. Institute of Education Sciences, U. S. Department of Education. R305A200069. \$1.4 million.

Kieffer, M. J. (PI Policy Strand), Francis, D. J. (overall PI), Vaughn, S., Carlson, C., Miciak, J., Llosa, L., Donovan, S., Martinez, L., Capin, P. & Gomez, J. (2020-2025). *Transdisciplinary approaches to improving opportunities and outcomes for English learners: Using engagement, team-based learning, and formative assessment to develop content and language proficiency*. National Research & Development Center. Institute of Education Sciences. R305C200016. \$10 million total; \$2 million subcontract to NYU.

Cappella, E. (Co-PI) & **Kieffer, M. J. (Co-PI)**. (2015-2017). *Cooperative learning in afterschool programs: Mechanisms of language development for ELL and non-ELL Youth*. Institute of Human Development and Social Change, New York University. \$15,000. Steinhardt School of Culture, Education, and Human Development. \$15,000.

Kemple, J. J. (PI) & **Kieffer, M. J. (Co-PI)**. (2014-2016). *English language learners in middle and high school: Predictors and outcomes related to reclassification in New York City*. Institute of Education Sciences, U.S. Department of Education, through the Regional Educational Laboratory-Northeast & Islands. ED-IES-12-C-0009. \$80,000.

Kieffer, M. J. (PI). (2014-2015). *Measuring executive functioning in children from Spanish-speaking homes*. New York University Research Challenge Fund competition. \$15,000.

Halpin, P. (PI), **Kieffer, M. J. (Mentor)**, Corcoran, S. (Mentor), Scott, M. A. (Mentor), & Hill, J. (Mentor). (2014-2015). *Psychometric models for in-classroom observational measures of teaching*. Institute of Education Sciences, U.S. Department of Education. R305D140035. \$200,000.

Halpin, P. (PI) & **Kieffer, M. J. (Co-PI)**. (2013-2014). *Teaching practices to accommodate individual differences in middle school English Language Arts*. National Academy of Education Measures of Effective Teaching Early Career Scholar Grants Program. \$25,000.

Kieffer, M. J. (PI). (2012-2014). *Unpacking the bilingual advantage: Linguistic diversity, attention, and reading growth from Kindergarten to grade eight*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program. \$55,000.

Deacon, S. H. (PI), **Kieffer, M.J. (Co-PI)**, & Casalis, S. (Co-PI). (2012-2017). *Tools for reading: How children become sensitive to and use word structure in their reading*. Social Sciences and Humanities Research Council of Canada. \$187,915.

Kieffer, M. J. (PI). (2011-2012). *Exploring heterogeneity in the linguistic, metalinguistic, and reading skill profiles of adolescent English language learners*. Spencer Foundation. \$25,000.

Kieffer, M. J. (PI). (2010-2012). *English language learners' growth in mathematics and reading during early adolescence: Do K-8 schools make a difference?* American Educational Research Association Grants Program with support from the National Science Foundation. \$35,000.

Kemple, J. J. (PI) & **Kieffer, M. J. (Co-I)**. (2010-2011). *Student Transitions through the middle grades*. Research Alliance for New York City Schools with core funding from the Bill and Melinda Gates Foundation and Robertson Foundation. \$33,500.

PUBLICATIONS

*Student Collaborators

Peer-Reviewed Journal Articles

- Logan, J. K.* & **Kieffer, M. J.** (in press). Investigating the longitudinal and concurrent relationships between polysemous word knowledge and reading comprehension among Spanish-English bilingual middle school students. *Reading and Writing: An Interdisciplinary Journal*.
- Kieffer, M. J.** & Christodoulou, J.A. (2020). Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension? *Reading Research Quarterly*, 55, 147-166.
- Levesque, K. C.,* **Kieffer, M. J.**, & Deacon, S. H. (2019). Inferring meaning from meaningful parts: The contributions of morphological skills to the development of children's reading comprehension. *Reading Research Quarterly*, 54, 63-80.
- Kieffer, M. J.** & Thompson, K. D. (2018). Hidden progress of multilingual learners on NAEP. *Educational Researcher*, 47, 391-398.
- Cappella, E., Hwang, S. H. J.,* **Kieffer, M. J.**, & Yates, M. (2018). Classroom practices and academic outcomes in urban afterschool programs: Alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*, 26, 42-51.
- Deacon, S. H. & **Kieffer, M. J.** (2018). Understanding how syntactic awareness contributes to reading comprehension: Evidence from mediation and longitudinal models. *Journal of Educational Psychology*, 111, 72-86.
- Levesque, K.,* **Kieffer, M. J.**, & Deacon, S. H. (2017). Morphological awareness and reading comprehension: Examining mediating factors. *Journal of Experimental Child Psychology*, 160, 1-20.
- Logan, J. K.* & **Kieffer, M. J.** (2017). Evaluating the role of polysemous word knowledge in reading comprehension among bilingual adolescents. *Reading and Writing: An Interdisciplinary Journal*, 30, 1687-1704. [Received the 2017 Outstanding Student Research Paper from the AERA Vocabulary Special Interest Group].
- Kieffer, M. J.**, Petscher, Y., Proctor, C. P., & Silverman, R. D. (2016). Is the whole more than the sum of its parts? Modeling the contributions of language comprehension skills to reading comprehension in the upper elementary grades. *Scientific Studies of Reading*, 20, 436-454.
- Llosa, L., Lee, O., Jiang, F., Hass, A., O'Connor, C., Van Booven, C.D., & **Kieffer, M.J.** (2016). Impact of a large-scale science intervention focused on English language learners. *American Educational Research Journal*, 53, 395-424
- Hollands, F., **Kieffer, M. J.**, Shand, R., Pan, Y., Cheng, H. & Levin, H. M. (2016). Cost-effectiveness analysis of early reading programs: A demonstration with recommendations for future research. *Journal of Research in Educational Effectiveness*, 9, 30-53.
- Halpin, P. & **Kieffer, M. J.** (2015). Describing profiles of instructional practice: A new approach to analyzing classroom observation data. *Educational Researcher*, 44, 263-277.

- Neugebauer, S. R., **Kieffer, M. J.**, & Howard, E. R. (2015). Exploring multidimensionality and mediation in the roles of lexical knowledge in reading comprehension for Spanish-speaking language minority learners. *Learning & Individual Differences, 39*, 24-38.
- Deacon, S. H., **Kieffer, M. J.**, & Laroche, A. (2014). The relation between morphological awareness and reading comprehension: Evidence from mediation and longitudinal models. *Scientific Studies of Reading, 18*, 432-451.
- Kieffer, M. J.** (2014). Morphological awareness and reading difficulties in Spanish-speaking language minority learners and their classmates. *Journal of Learning Disabilities, 47*, 44-53.
- Kieffer, M. J.**, Marinell, W. H., & Neugebauer, S. R. (2014). Navigating into, through, and beyond the middle grades: The role of middle grades attendance in staying on-track for high school graduation. *Journal of School Psychology, 52*, 549-565.
- Lesaux, N. K., **Kieffer, M. J.**, Kelley, J., & Russ, J. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. *American Educational Research Journal, 51*, 1159-1194.
- Jeffery, J. V., **Kieffer, M. J.**, & Matsuda, P. K. (2013). Examining conceptions of writing in TESOL and English education journals: Toward a more integrated framework for research addressing multilingual classrooms. *Learning and Individual Differences, 28*, 181-192.
- Kieffer, M. J.** (2013). Development of reading and mathematics in early adolescence: Do K-8 schools make a difference? *Journal of Research on Educational Effectiveness, 6*, 361-379.
- Kieffer, M. J.**, Biancarosa, G., & Mancilla-Martinez, J. (2013). Roles of morphological awareness in English reading comprehension for Spanish-speaking language minority learners: Exploring partial mediation by vocabulary and reading fluency. *Applied Psycholinguistics, 34*, 697-725.
- Kieffer, M. J.** & Box, C. D.* (2013). Derivational morphological awareness, academic vocabulary, and reading comprehension in Spanish-speaking language minority learners and their classmates. *Learning and Individual Differences, 24*, 168-175.
- Kieffer, M. J.** & Vukovic, R. K. (2013). Growth in reading-related skills of language minority learners and their classmates: More evidence for early identification and intervention. *Reading and Writing: An Interdisciplinary Journal, 26*, 1159-1194.
- Kieffer, M. J.**, Vukovic, R. K., & Berry, D. J. (2013). Roles of attention shifting and inhibitory control in fourth-grade reading comprehension. *Reading Research Quarterly, 48*, 333-348.
- Vukovic, R. K., **Kieffer, M. J.**, Bailey, S. P., & Harari, R. R. (2013). Mathematics anxiety in young children: Concurrent and longitudinal associations with mathematics performance. *Contemporary Educational Psychology, 38*, 1-10.
- Kieffer, M. J.** (2012a). Before and after third grade: Longitudinal evidence for the shifting role of socioeconomic status in reading growth. *Reading and Writing: An Interdisciplinary Journal, 25*, 1725-1746.
- Kieffer, M. J.** (2012b). Early oral language and later reading development among Spanish-speaking English language learners: Evidence from a nine-year longitudinal study. *Journal of Applied Developmental Psychology, 33*, 146-157.

- Kieffer, M. J.**, & Lesaux, N. K. (2012a). Development of morphological awareness and vocabulary knowledge for Spanish-speaking language minority learners: A parallel process latent growth model. *Applied Psycholinguistics*, *33*, 23-54.
- Kieffer, M. J.**, & Lesaux, N. K. (2012b). Direct and indirect roles of morphological awareness in the English reading comprehension of native Spanish, Filipino, Vietnamese, and English speakers. *Language Learning*, *62*, 1170-1204.
- Kieffer, M. J.**, & Lesaux, N. K. (2012c). Effects of academic language instruction on relational and syntactic aspects of morphological awareness for sixth graders from linguistically diverse backgrounds. *Elementary School Journal*, *112*, 519-545.
- Kieffer, M. J.**, & Lesaux, N. K. (2012d). Knowledge of words, knowledge about words: Dimensions of vocabulary in first and second language learners in sixth grade. *Reading and Writing: An Interdisciplinary Journal*, *25*, 347-373.
- Kieffer, M. J.**, & Vukovic, R. K. (2012). Components and context: Exploring sources of reading difficulties for language minority learners and native English speakers in urban schools. *Journal of Learning Disabilities*, *45*, 433-452.
- Brasseur-Hock, I. F., Hock, M. F., **Kieffer, M. J.**, Biancarosa, G., & Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Learning and Individual Differences*, *21*, 438-452.
- Kieffer, M. J.** (2011). Converging trajectories: Reading growth in language minority learners and their classmates, kindergarten to grade eight. *American Educational Research Journal*, *48*, 1157-1186. [Awarded 2013 International Reading Association Dina Feitelson Research Award; Awarded 2013 NYU Steinhardt Griffiths Research Award]
- Mancilla-Martinez, J., **Kieffer, M. J.**, Biancarosa, G., Christodoulou, J., & Snow, C. E. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the simple view. *Reading and Writing: An Interdisciplinary Journal*, *24*, 339-354.
- Kelley, J. G., Lesaux, N. K., **Kieffer, M. J.**, & Faller, S. E. (2010). Effective academic vocabulary instruction in the urban middle school. *The Reading Teacher*, *64*, 5-14.
- Kieffer, M. J.** (2010). Socioeconomic status, English proficiency, and late-emerging reading difficulties. *Educational Researcher*, *39*, 484-486.
- Kieffer, M. J.**, & Lesaux, N. K. (2010). Morphing into adolescents: Active word learning for English language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy*, *54*, 47-56.
- Lesaux, N. K., Crosson, A., **Kieffer, M. J.**, & Pierce, M. (2010). Uneven profiles: Language minority learners' word reading, vocabulary, and reading comprehension skills. *Journal of Applied Developmental Psychology*, *31*, 475-483.
- Lesaux, N. K., & **Kieffer, M. J.** (2010). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*, *47*, 596-632. [4th most cited article out of 67 articles published in *AERJ* in 2010 and 2011]

- Lesaux, N. K., **Kieffer, M. J.**, Faller, S. E., & Kelley, J. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly*, *45*, 198-230. [Highlighted as an Editors' Choice in *Science*, *328*, 406.]
- Mancilla-Martinez, J., & **Kieffer, M. J.** (2010). Language minority learners' home language use is dynamic. *Educational Researcher*, *39*, 545-546.
- Kieffer, M. J.**, Lesaux, N. K., Rivera, M., & Francis, D. J. (2009). Accommodations for English language learners on large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research*, *79*, 1168-1201.
- Kieffer, M. J.** (2008). Catching up or falling behind? Initial English proficiency, concentrated poverty, and the reading growth of language minority learners in the United States. *Journal of Educational Psychology*, *100*, 851-868.
- Kieffer, M. J.**, & Lesaux, N. K. (2008). The role of derivational morphological awareness in the reading comprehension of Spanish-speaking English language learners. *Reading and Writing: An Interdisciplinary Journal*, *21*, 783-804.
- Kieffer, M. J.**, & Lesaux, N. K. (2007). Breaking words down to build meaning: Vocabulary, morphology, and reading comprehension in the urban classroom. *The Reading Teacher*, *61*, 134-144. Reprinted in Graves, M. F. (ed.) (2009), *Essential readings in vocabulary instruction*. Newark, DE: International Reading Association.

Articles under Review

- Casanove, S., Vukovic, R. K., & **Kieffer, M. J.** (under review). Paying an unequal price: Black and Latina girls' math attitudes, math anxiety, and math achievement.
- Christodoulou, J.A., **Kieffer, M. J.**, Bloomfield, A., Saxler, P., Del Tufo, S., Lymberis, J., Cosman, S., Amara, D., Geiger, G., & Gabrieli, J. (under review). Time to read: Contributions of rapid naming automaticity, word fluency, and text fluency to reading comprehension.
- Kieffer, M. J.**, Mancilla-Martinez, J., & Logan, J. K.* (under review). Executive functions and English reading comprehension growth in Spanish-English bilingual adolescents.
- Logan, J. K.*, **Kieffer, M. J.**, Beck, S. W., & Black, K.* (under review). A think-aloud protocol analysis of polysemous word knowledge and reading comprehension among eighth grade Spanish-English bilingual students.
- Weaver, A. W.*, & **Kieffer, M. J.** (under review). Exploring English language comprehension, reading fluency, and executive functions of Spanish-English bilingual adolescents with reading difficulties.

Policy & Practice Reports

- Kieffer, M. J.** & Parker, C. E. (2017). *Graduation outcomes of students who entered New York City public schools in grade 5 or 6 as English learner students* (REL 2017-237). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Available from <http://ies.ed.gov/ncee/edlabs>

- Kieffer, M. J.** & Parker, C. E. (2016). *Patterns of English learner student reclassification in New York City public schools* (REL 2017–200). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Available from <http://ies.ed.gov/ncee/edlabs>
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, P., Morris, J., Gersten, R., Haymond, K., **Kieffer, M. J.**, Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE #2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Available from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf
- Hollands, F. M., Pan, Y., Shand, R., Cheng, H., Levin, H. M., Belfield, C. R., **Kieffer, M. J.**, Bowden, A. B., Hanisch-Cerda, B. (2013). Improving early literacy: Cost-effectiveness analysis of effective reading programs. New York: Center for Benefit-Cost Studies of Education. Available from <http://cbcse.org/wordpress/wp-content/uploads/2013/05/2013-Hollands-Improving-early-literacy1.pdf>
- Kieffer, M. J.**, & Marinell, W. H. (2012). Navigating the middle grades: Evidence from New York City. Research Alliance for New York City Schools. Available from http://steinhardt.nyu.edu/research_alliance/publications/NavigatingMiddleGrades_April2012#.U77mlI1dWKE
- Kieffer, M. J.**, Rivera, M., & Francis, D. J. (2012). Research-based recommendations for the use of accommodations for English language learners on large-scale assessments: 2012 Update. Portsmouth, NH: Center on Instruction. Available from <http://centeroninstruction.org/practical-guidelines-for-the-education-of-english-language-learners-research-based-recommendations-for-the-use-of-accommodations-in-large-scale-assessments2012-update->
- Carnegie Council on Advancing Adolescent Literacy (2010). Time to act: An agenda for advancing adolescent literacy for college and career success. New York, NY: Carnegie Corporation of New York. Available from http://carnegie.org/fileadmin/Media/Publications/PDF/ta_Main.pdf
- Morsy, L., **Kieffer, M. J.**, & Snow, C. E. (2010). Measure for measure: A critical consumers' guide to reading comprehension assessments for adolescents. New York, NY: Carnegie Corporation of New York. Available from http://carnegie.org/fileadmin/Media/Publications/PDF/ta_Morsy.pdf
- Francis, D. J., Lesaux, N. K., Rivera, M., **Kieffer, M. J.**, & Rivera, H. (2006). Practical guidelines for the education of English language learners. Portsmouth, NH: Center on Instruction. Available from <http://www.centeroninstruction.org>

Book Chapters

- Kieffer, M. J.** (in press). Correlational designs and analyses. In M. Mallette & N. Duke, *Literacy Research Methodologies, Third Edition*. Guilford Press.
- Kieffer, M. J.**, & Vukovic, R. K. (under review). Sociocultural variation in reading development in the United States and Canada. In L. Verhoeven, C. Perfetti, & K. Pugh (Eds). *Global variation in literacy development*. Cambridge University Press.

- Logan, J. K.* & **Kieffer, M. J.** (2018). Academic vocabulary instruction: Building knowledge about the world and how words work. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts (4th Edition)*. (pp. 162-182). New York, NY: Routledge.
- Kieffer, M. J.** & Stahl, K. D. (2015). Complexities of individual differences in vocabulary knowledge: Implications for research, assessment, and instruction. In P. Afflerbach (Ed.), *Handbook of Individual Differences in Reading: Reader, Text, and Context*. New York, NY: Routledge.
- Kieffer, M. J.** (2013). Achievement and growth in the classroom. In A. Kunnan (Ed.), *Companion to Language Assessment*. Malden, MA: Wiley-Blackwell.
- Kieffer, M. J.**, Lesaux, N. K., & Snow, C. E. (2007). Promises and pitfalls: Implications of No Child Left Behind for identifying, assessing, and educating English language learners. In Sunderman, G. (ed.), *Holding NCLB accountable: Achieving accountability, equity, and school reform*. (pp. 57-74). Thousand Oaks, CA: Corwin Press.

SELECTED INVITED PRESENTATIONS & KEYNOTE TALKS

- Kieffer, M. J.** (2020, October). Multiple pathways for executive functions in reading comprehension development among Spanish-English bilingual adolescents. Invited seminar lecture. Boston University. Boston, MA.
- Kieffer, M. J.** (2017, March). Linguistic diversity and reading comprehension: Integrating evidence from ecological, developmental, linguistic, and cognitive perspectives. Invited public lecture. University of New South Wales. Sydney, Australia.
- Kieffer, M. J.** (2016, March). Socioeconomics, linguistic diversity, and reading development in the United States and Canada: Evidence from large-scale studies. Netherlands Institute for Advanced Studies. Wassenaar, Netherlands.
- Kieffer, M. J.** (2015, September). Supporting the literacy development of English learners. Keynote to Regional Education Laboratory-Southeast Governing Board. Birmingham, AL.
- Kieffer, M. J.** (2015, July). Supporting English learners in the later grades. Invited presentation to the National Academy of Sciences Committee on Fostering Success for English Language Learners.
- Kieffer, M. J.** (2015, May). Reading comprehension development of students from linguistically diverse backgrounds: Integrating evidence from ecological, developmental, linguistic, and cognitive perspectives. Division C Early Career Award Lecture. Annual meeting of the American Educational Research Association, Chicago, IL.
- Kieffer, M. J.** (2014, May). Promoting access to disciplinary language and literacy for linguistically diverse students. Presentation at Institute: *Increasing the rigor and authenticity of reading and writing instruction: Research to practice*. Annual meeting of the International Reading Association, New Orleans, LA.
- Kieffer, M. J.** (2014, May). Member on Panel: *Reading Research Quarterly presents the most recent findings*. Annual meeting of the International Reading Association, New Orleans, LA.
- Kieffer, M. J.** (2013, April). Linguistic diversity, classroom attention, and adolescent reading: Investigating bilingual advantages between kindergarten and grade 8. Poster presented at *Excellence in education*

research: Early career scholars and their work. Annual meeting of the American Educational Research Association, San Francisco, CA.

- Kieffer, M. J.** (2013, January). Executive functioning, classroom attention, and reading comprehension in bilingual children and adolescents. Paper presented at invitation-only University of California Bilingual Forum, Santa Barbara, CA.
- Kieffer, M. J.** (2012, May). Learning stuff, not just skills and strategies: The central role of content in academic language and literacy development for English language learners. Plenary talk presented at Institute at the annual meeting of the International Reading Association, Chicago, IL.
- Kieffer, M. J.** (2011, April). Language minority learners' growth trajectories in reading across the primary, intermediate, and middle school grades: Evidence from ECLS-K. Poster presented at *Excellence in education research: Early career scholars and their work.* Annual meeting of the American Educational Research Association, New Orleans, LA.
- Kieffer, M. J.** (2010, July). Academic language for English language learners: Teaching the building blocks for reading and writing in the disciplines. Keynote presented at Teachers College Content Area Literacy Conference, New York, NY.
- Kieffer, M. J.** (2010, May). Unlocking the power of morphology for English language learners in middle school. Poster presented at *Meet the Researchers.* Annual meeting of the International Reading Association, Chicago, IL.
- Kieffer, M. J.** (2010, April). Improving academic language instruction in linguistically diverse middle schools: Evidence from large-scale classroom-based research. Keynote presented at the annual New York State Teachers of English to Speakers of Other Languages Applied Linguistics Conference, New York, NY.
- Kieffer, M. J.** (2009, October). Academic language instruction for all students: Effects of a large-scale vocabulary intervention. Invited presentation at conference hosted by the National Center for Research on the Educational Achievement and Teaching of English-Language Learners, Austin, TX.

MEDIA COVERAGE

Research on multilingual learners' hidden progress on NAEP featured in:

The Conversation: <http://theconversation.com/multilingual-learners-doing-better-in-us-schools-than-previously-thought-98919> (6/17/2018)

Education Week: http://blogs.edweek.org/edweek/inside-school-research/2018/06/English_language_learners_multilingual_national_tests.html (6/12/2018)

The 74: <https://www.the74million.org/new-study-multilingual-students-have-made-huge-progress-on-naep-since-2003/> (6/11/2018)

Science Daily: <https://www.sciencedaily.com/releases/2018/06/180612080039.htm> (6/13/2018)

Language Magazine: <https://www.languagemagazine.com/2018/06/19/multilingual-students-succeeding/> (6/19/2018)

Futurity: <https://www.futurity.org/multilingual-students-academic-progress-1785322/> (6/14/2018)

Research on English learners' graduation featured in *Chalkbeat*,

<https://www.chalkbeat.org/posts/ny/2017/03/02/how-well-are-english-language-learners-doing-in-nyc-schools-that-depends-on-the-stats-you-consider/> (3/2/2017)

- Research on English learners' reclassification highlighted in *Education Week*, http://blogs.edweek.org/edweek/learning-the-language/2016/10/new_york_city_ell_study_offers.html (10/17/16)
- Commentary provided on assessment of English learners in *DNA Info*, <https://www.dnainfo.com/new-york/20160913/eastchester/how-burden-of-testing-hits-english-language-learners-hard> (9/13/16)
- Commentary provided on reading comprehension assessment in *China Daily USA*, http://usa.chinadaily.com.cn/us/2016-02/23/content_23613648.htm (2/23/16)
- Expert consultant for Parent Toolkit on *NBC News Education Nation*, available at www.parenttoolkit.com (2013-current)
- Research on advantages of bilingualism for attention and reading comprehension highlighted in *American Radioworks* documentary, available from <http://www.americanradioworks.org/documentaries/the-science-of-smart/> (8/23/2014)
- Research on the role of attention in reading comprehension highlighted in *Voice of Literacy* podcast, available at <http://www.voiceofliteracy.org/posts/54427> (11/21/2013)
- Research on teaching practices in middle-school English language arts highlighted in *Education Week*, available at http://blogs.edweek.org/edweek/inside-school-research/2013/11/gates_teacher_study_opens_vid.html (11/25/2013)
- Commentary provided on middle school literacy instruction in *WNYC School Book*, <http://www.wnyc.org/story/302156-extra-help-for-middle-schools-gains-traction-but-slowly/> (4/24/2013)
- Group letter to the editor regarding teacher education policy in *Educational Week*, available at <http://www.edweek.org/ew/articles/2010/01/06/16letter-b1.h29.html> (1/6/2010)
- Research on academic vocabulary instruction highlighted in *Education Week*, available at <http://www.edweek.org/ew/articles/2009/10/21/08ell.h29.html> (10/21/2009)
- Report on assessment of adolescent reading comprehension highlighted in *Education Week*, http://blogs.edweek.org/edweek/LeaderTalk/2009/10/we_need_your_voice_adolscnt_1.html (10/14/2009)

TEACHING

New York University Courses

- *Doctoral Seminar on Reading Comprehension*
- *IES-Predoctoral Interdisciplinary Training Seminar on Causal Inference in Education*
- *Language Acquisition and Literacy Education in Multilingual and Multicultural Contexts*
- *First and Second Language Development*
- *Teaching Reading in the English Classroom*

Teachers College, Columbia University Courses

- *Pedagogical Approaches in the Content Areas for Teachers of K-12 English Language Learners*
- *Second Language Literacy Development*
- *Methods for Teaching English to Speakers of Other Languages Methods in Grades 7-12*

SERVICE TO THE EDUCATION RESEARCH COMMUNITY

Associate Editor, *Scientific Studies of Reading* (2018-current)

Associate Editor, *Reading & Writing: An Interdisciplinary Journal* (2013-2015)

Editorial Board Member, *American Educational Research Journal* (2013-2015, 2020-current) • *Journal of Educational Psychology* (2013-2015) • *Elementary School Journal* (2012-2017) • *Scientific Studies of Reading* (2012-2017) • *Reading Research Quarterly* (2011-2017, 2020-current) • *Reading & Writing: An Interdisciplinary Journal* (2015-current)

Member, Institute of Education Sciences Reading, Writing, and Language Development Grant Review Panel (2014-2019)

Member, Spencer Foundation Small Grants Program Review Panel (2018-2019)

Panel Member, Institute of Education Sciences What Works Clearinghouse committee to produce the Practice Guide for Teaching English Learners in Grades K to 8 (2012-2014)

Ad hoc Reviewer for Peer-reviewed Journals: *Annals of Dyslexia* • *Applied Psycholinguistics* • *Child Development* • *Developmental Psychology* • *Educational Assessment* • *Educational Researcher* • *Educational Evaluation and Policy Analysis* • *Journal of Child Language* • *Journal of Learning Disabilities* • *Journal of Research in Reading* • *Journal of Research on Educational Effectiveness* • *Journal of Literacy Research* • *Journal of Teacher Education* • *Language Assessment Quarterly* • *Language Learning* • *Learning and Individual Differences* • *Review of Educational Research*

Ad-hoc Reviewer for Grant Proposals: Canadian Social Sciences and Humanities Research Council • Research Grants Council of Hong Kong • Spencer Foundation • William T. Grant Foundation

Reviewer for Book Publishers: Brookes Publishing • Guilford Press • Teachers College Press

Reviewer for Annual Conferences: Society for the Scientific Study of Reading • American Educational Research Association • Society for Research on Educational Effectiveness

Elected Voting Member: Society for the Scientific Study of Reading (2014-current)

Member: American Educational Research Association (2006-current) • International Reading Association (2007-current) • Society for the Scientific Study of Reading (2006-2014)

SERVICE TO THE EDUCATION PRACTICE COMMUNITY

Advisory Board Member, Brooke Astor Fund for New York City Education (2013-current)

Technical Advisory Committee Member, South Carolina Department of Education Office of Assessment (2016-2017)

New York City Department of Education, Office of English Language Learners

Keynote Address to OELL Long-term ELLs Summer Conference (2014)

Keynote Address to OELL Summer Conference (2013)

Practice Brief on Disciplinary Literacy Instruction for English Language Learners (2013)

Keynote Address to OELL Fall Administrators Meeting (2012)

Presentation to OELL Summer Conference (2012)

Coordinator, Advisory Council on Advancing Adolescent Literacy (2006-2007)
Carnegie Corporation, New York, NY

Long Beach Unified School District
Department Chair (2001-2004)

Content Area Literacy Initiative Planning Team (2002-2004)
Committee on Curriculum and Assessment for ELLs (2002-2004)