

Eunsoo Cho, Ph.D.

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EMPLOYMENT

2023–Present	Associate Professor Eady/Hendrick Chair of Learning Disabilities School of Education University of California-Riverside
2016 – 2023	Assistant Professor (2016-2022), Associate Professor (2022-2023) Department of Counseling, Educational Psychology and Special Education, College of Education, Michigan State University
2014 – 2016	Postdoctoral Research Fellow The Meadows Center for Preventing Educational Risk The University of Texas at Austin

EDUCATION

2008 – 2014	Ph. D., Special Education Vanderbilt University, Peabody College, Nashville, TN <i>Specialization:</i> Interdisciplinary Program in Educational Psychology
2008 – 2014	M.S., Special Education Vanderbilt University, Peabody College, Nashville, TN <i>Major:</i> High Incidence Disabilities
2006 – 2008	M.A., Educational Methodologies Department of Education, Korea University, Seoul, Korea <i>Major:</i> Educational Psychology
2001 – 2006	B.A., Psychology Department of Liberal Arts, Korea University, Seoul, Korea

PROFESSIONAL TRAINING

2023	The Center for Benefit-Cost Studies of Education's Methods Training in Economic Evaluation Institute of Education Sciences, Philadelphia, PA
2022	Clustered Randomized Trial Training Institute, Institute of Education Sciences, Chicago, IL
2019	Sequential Multiple-Assignment Randomized Trials Design Training, Institute of Education Sciences, Chicago, IL
2019	Meta-Analysis Training Institute, Institute of Education Sciences, Ann Arbor, MI

LICENSURE

Teaching Licensure, TN Special Education Modified Endorsement Teacher Licensure K-12
License Number: 000616375 (Expired on 8/31/2020)

AWARDS/HONORS

2023	Samuel A. Kirk Award for the best research paper,
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	Division for Learning Disabilities
2019 – 2022	Learning Disability Hub Fellow , Vanderbilt University, National Institute for Child Health and Human Development (P20HD075443)
2016	Samuel A. Kirk Award for the best research paper, Division for Learning Disabilities
2015	Albert J. Harris Research Award , International Literacy Association
2013	Robert Gaylord-Ross Award , Peabody College, Vanderbilt University
2013	Melvyn I. Semmel Dissertation Award , Peabody College, Vanderbilt University
2010 – 2014	Dunn Family Scholarship , Peabody College of Education, Vanderbilt University
2010	Travel Award , Graduate Research Symposium, Vanderbilt University
2007	Excellence in Research , Brain Korea 21, Korea University
2004 – 2005	Dean's List , Northern State University
2002 – 2005	Honors Scholarship , Hyundai-Asan Foundation
2001 – 2004	Dean's List , Department of Liberal Arts, Korea University

GRANTS AND CONTRACTS

FUNDED EXTERNAL GRANTS/CONTRACTS

2022 – 2023	Co-Principal Investigator. (PI: John Z. Strong). <i>Read STOP Write: Development of a Multicomponent Intervention in Grades 4-5.</i> Funded by the Advanced Education Research and Development Fund (AERDF) Reading Imagined Program (\$302,955.00) AERDF announcement Read STOP Write website
2022 – 2026	Research Partner (PI: Therrien W.). <i>Science Education Instruction for Elementary Students with Learning Disabilities.</i> National Science Foundation. The project aims to conduct a nationally representative survey and observational study of science education instruction for students with learning disabilities in grades 4-5. This study utilizes the Special Education Research Accelerator's (https://edresearchaccelerator.org/) crowdsourcing platform to collaborate with a group of researchers and schools located in each of the 9 U.S. census regions. MSU will be representing the East/North Central region.
2021 – 2025	Principal Investigator. <i>Project i-SMART: Intervention to Support Mindset And Reading Together.</i> Institute of Education Sciences, National Center for Special Education Research, R324A210013 (\$1,949,450.19) MSU news: i-SMART
2021 – 2025	Co-Principal Investigator (PI: Truckenmiller, A. J.). <i>Writing Architect: a web-based tool for tailoring writing instruction to meet students' needs.</i> U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, R305A210061 (\$ 1,575,000.00) MSU news: Writing Architect
2021 – 2025	Co-Project Director/Primary Personnel (Project Director: Witmer, S.E). <i>Project Hi2LD: Hybrid interdisciplinary training to address high-intensity needs for students with learning disabilities.</i> U. S.

- Department of Education, Office of Special Education Programs, H325K200018 (\$1,161, 999).
[Project Hi2LD website](#)
 MSU News: [Hi2LD](#)
- 2019 – 2024 **MSU Site Principal Investigator & Lead Representative** (Project Director: Wehby, J). National Center for Leadership in Intensive Interventions II (NCLII-2). U. S. Department of Education, Office of Special Education Programs, H325H190003 (Subcontract with Vanderbilt University. Award to MSU: \$799,901)
[NCLII-2 Website](#)
 MSU news: [NCLII-2](#)
- 2018 – 2019 **Principal Investigator.** *Assessing Students' Learning Potential: Dynamic Assessment of Decoding as a Tool for Early Identification of Reading Disability*, Funded by the Learning Disability Foundation of America (\$6,450).
- 2017 – 2021 **Principal Investigator.** *Development and Validation of Dynamic Vocabulary Assessment for Early Screening of Reading Comprehension Difficulties*, Funded by the Dunn Family Foundation. (\$79, 316).

FUNDED INTERNAL GRANTS

- 2021 – 2022 **Recipient.** Research Enhancement Grant, Office of Research Administration, College of Education, MSU (\$1,856).
- 2019 – 2020 **Principal Investigator.** *Development of an online growth mindset intervention for students with reading difficulties*. Small Grant Competition, Office of Research Administration, College of Education, MSU (\$4,470).
- 2019 **Principal Investigator.** *Mindset Matters and Measurement Matters: A First Step Toward Understanding and Addressing Struggling Readers' Mindsets*. Seed Grant Competition, Institute of Research on Teaching and Learning, College of Education, Michigan State University (\$7,478).
- 2011 **Principal Investigator.** *Predictive Validity of Dynamic Assessment of Decoding*. Special Education Endowment Funds, Peabody College, Vanderbilt University. (\$ 4,744)

GRANTS UNDER REVIEW (NA)

- 2024– 2028 **Co-Principal Investigator** (PI: Solis, M.). Exploring Coteaching and Reading Instruction for Students with Disabilities in Upper Elementary . U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research

UNFUNDED GRANT PROPOSALS

- 2019 – 2022 **Co-Principal Investigator** (PI: Troia G.) *New Initiative Proposal*, College of Education, Michigan State University. Requested amount \$ 249,720.00
- 2018 **Principal Investigator.** *Improving Word Reading Skills and Promoting Positive Motivation of Upper Elementary Struggling Readers*. Submitted to the Jackson National Community Fund. Requested

amount \$13,328.00

GRANT CONSULTATION

2024 – 2029 (under review)	Methodological Consultant (Key Personnel). (PI: Strong, J. Z.). Read STOP Write: Development of Multicomponent Intervention in Third Grade. Institute of Education Sciences (U.S. Department of Education). Note. I conducted power analyses and wrote the data analyses sections of the application. Once data is collected, I will be responsible for data analyses and writing methods/results section of the manuscripts.
2023 – 2028 (not funded)	Methodological Consultant. (PI: Fuchs, L.). <i>Inclusive Word-Problem Intervention to Address Mathematics Learning Disabilities at First Grade.</i> Institute of Education Sciences (U.S. Department of Education). Note. I conducted power analyses and wrote the data analyses sections of the application. Once data is collected, I will be responsible for data analyses and writing methods/results section of the manuscripts.
2024-2029 (under review)	Methodological Consultant. (PI: Lemons, C). <i>Write Path: Exploring the National Landscape and Local Realities to Enhance Writing Outcomes for Adolescents with Intellectual and Developmental Disabilities.</i> Institute of Education Sciences (U.S. Department of Education). Note. I assisted PIs with conceptualizing the research question related to latent profile analyses, conducted power analyses, and revised the data analyses sections of the application. Once data is collected, I will be responsible for data analyses and writing methods/results section of the manuscripts.
2019 – 2022 (funded)	Methodological Consultant. (PI: Fuchs, D). <i>Supplement to improving reading and mathematics outcomes for students with learning disabilities: Next generation intensive intervention.</i> Institute of Education Sciences (U.S. Department of Education) #R324D130003. Total award: \$748,547.41. Note. I conducted power analyses and wrote the analyses and method sections of the application. I conducted statistical analyses and assisted with writing manuscripts.

PUBLICATIONS

+ denotes graduate student authors at the time of preparation or in review

JOURNALS

- 48 +§ Ju, U., § **Cho, E.**, Relyea, J. E., & Choi, I. (2023). The effects of parental home language input on reading growth of emergent bilinguals. *Journal of Educational Psychology*, 115(3), 405 - 426. <https://doi.org/10.1037/edu000078>
§ Co-first and co-corresponding authors/Equal contributions
- 47 Capin, P., Vaughn, S., Miller, J., Miciak, J., Fall, A-M, Roberts, G., **Cho, E.**, Barth, A., Steine, P.K., Fletcher, J. (accepted). Investigating the reading profiles of middle school English learners with significant reading comprehension difficulties. *Scientific Studies of Reading*
- 46 **Cho, E.**, +Dahl-Leonard, K., Kehoe, K. F., Capin, P., Hall, C., & Solari, E. (2023). Motivational practices in reading intervention for students with or at risk for dyslexia: Literature review and meta-analyses. *Topics in Language Disorder*, 43(2), 119-145. <https://doi.org/10.1097/TLD.0000000000000312>

- 45 Fuchs, L. S., Malone, A. S., Preacher, K. J., **Cho, E.**, & Fuchs, D. (2023). Next-generation fraction intervention for students with intensive mathematics and the long-term advantage of interleaved instruction. *Exceptional Children*
 - 44 **Cho, E.**, +Ju, U., Lee, M., +Kim, E.H., +Lee, G.A., & Compton, D. L. (2022). Relations of motivation, executive function, and reading comprehension: Do they differ for students with and without reading difficulties? *Scientific Studies of Reading*.27(4), 289-310 <https://doi.org/10.1080/10888438.2022.2127357>
 - 43 Reylea, J. E., **Cho, E.**, +Zagata, E. (2022). First-grade multilingual children's cognitive and behavioral profiles and English reading: A person-centered profile analysis. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-022-00272-2>
 - 42 Hall, C., +Dahl-Leonard, K., **Cho, E.**, Solari, E. J., Capin, P., Conner, C., Henry, A. R., Cook, L., Hayes, L., Richmond, C. L., Vargas, I., & +Kehoe, K. F. (2022). Forty years of literacy intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.477>
 - 41 Elleman, A. M., Steacy, L. M., Gilbert, J. K., **Cho, E.**, Miller, A.C., Coyne-Green, A. Pritchard, P., Fields, R. S., Schaeffer, S., & Compton, D. L. (2022). Exploring the role of knowledge in predicting reading and listening comprehension in fifth-grade students. *Learning and Individual Differences*, 98, 102182. <https://doi.org/10.1016/j.lindif.2022.102182>
 - 40 Denton, C., Hall, C., **Cho, E.**, Cannon, G., Scammacca, N., & Wanzek, J. (2022). A meta-analysis of the effects of foundational skills and multicomponent reading interventions on reading comprehension for primary-grade students. *Learning and Individual Differences*, 93, 102062. <https://doi.org/10.1016/j.lindif.2021.102062>
 - 39 +Lee, Y. K., **Cho, E.**, & Roseth, C.J. (2020). Interpersonal predictors and outcomes of motivational profiles in middle school. *Learning and Individual Differences*, 81, 101905 <https://doi.org/10.1016/j.lindif.2020.101905>
 - 38 +Lee, Y. K., **Cho, E.**, +Kim, E. H., +Lee, G. A., Capin, P., & Swanson, E. (2022). Profiles of self-efficacy and mindset: How are they related to engagement and reading achievement? *Educational Psychology*, 42(8), 934-951. <https://doi.org/10.1080/01443410.2022.2117277>
 - 37 Solari, E. J., Kehoe, K. F., **Cho, E.**, Hall, C., Vargas, I., Dahl-Leonard, K., Richmond, C., Henry, A., Cook, L., Hayes, T., Conner, C. (2022). Effectiveness of interventions for English learners with word reading difficulties: A research synthesis. *Learning Disabilities Research and Practice*, 37(3), 158-174. <https://doi.org/10.1111/ldrp.12286>
- Note. This paper received the Samuel A. Kirk Award for best research paper from the Division for Learning Disabilities
- 36 **Cho, E.**, Mancilla-Martinez, J. Hwang, J., Seethaler, P.M., Fuchs, L. S., & Fuchs, D. (2022). Higher-order comorbidity in reading and mathematics: Exploring shared risk factors and their impact on language minority learners. *Journal of Learning Disabilities*,55(6),513-517. <https://doi.org/10.1177/00222194211068355>
 - 35 Truckenmiller, A. J., **Cho, E.**, & Troia, G. (2022). Expanding assessment practices to instructionally relevant writing components in middle school. *Journal of School Psychology*, 94, 28-48. <https://doi.org/10.1016/j.jsp.2022.07.002>
 - 34 Roberts, G. J., Hall, C., **Cho, E.**, Cote, B., +Lee, J., Qi B., & Van Ooyik, J. (2022). The state of current reading intervention research for English learners in grades K-2: A best-evidence synthesis. *Educational Psychology Review*, 34, 335-361

- <https://doi.org/10.1007/s10648-021-09629-2>
- 33 **Cho, E.**, ⁺Kim, E.H., ⁺Ju, U. & ⁺Lee, G.A. (2021). Motivational predictors of reading comprehension in middle school: The role of self-efficacy and growth mindsets. *Reading and Writing*, 34(9), 2337-2355.
<https://doi.org/10.1007/s11145-021-10146-5>
 - 32 Capin, P., **Cho, E.**, Miciak, J., Roberts, G., & Vaughn, S. (2021). Examining the reading and cognitive profiles of students with significant reading comprehension difficulties. *Learning Disability Quarterly*, 44(3), 198-196.
<https://doi.org/10.1177/0731948721989973>
 - 31 Fuchs, D., **Cho, E.**, Toste, J. R., Gilbert, J. K., Fuchs, L.S., McMaster, K. L., Svenson, E., & Thompson, A. (2021). A quasi-experimental evaluation of two versions of first-grade PALS: One with and one without repeated reading. *Exceptional Children*, 87(2), 141-162. <https://doi.org/10.1177/0014402920921828>
 - 30 Peng, P., Fuchs, D., Fuchs, L.S., **Cho, E.**, Elleman, A., Kerns, D., Paton III, S., & Compton, D. L. (2020). Is “Response/No Response” too simple a notion for RTI frameworks? Exploring the validity of multiple response types with latent profile analysis. *Journal of Learning Disabilities*, 53(6), 454-468.
<https://doi.org/10.1177/0022219420931818>
 - 29 ⁺Sipila, E., **Cho, E.**, Brodhead, M. (2020) Self-management strategies to support homework completion for students with developmental disabilities. *TEACHING Exceptional Children*. 52 (6), 414-424
<https://doi.org/10.1177/0040059920910454>
 - 28 **Cho, E.**, Fuchs, L. S., Seethaler, P. M., Fuchs, D., & Compton, D. L. (2020). Dynamic assessment for identifying Spanish-speaking English learners’ risk for mathematics disabilities: Does language of administration matter? *Journal of Learning Disabilities*. 53(5), 380-398.
<https://doi.org/10.1177/0022219419898887>
 - 27 ⁺Avendano, S. M. & **Cho, E.** (2020). Building collaborative relationships with parents: A checklist for promoting success. *TEACHING Exceptional Children*, 52 (4), 250-260. <https://doi.org/10.1177/0040059919892616>
 - 26 **Cho, E.**, Compton, D. L., & ⁺Josol, C. K. (2020). Dynamic assessment as a screening tool for early identification of reading disabilities: A latent change score approach. *Reading and Writing*, 33(3), 719-739.
<https://doi.org/10.1007/s11145-019-09984-1>
 - 25 Truckenmiller, A. J., ⁺Yohannan, J., & **Cho, E.** (2020). Linking reading assessment data to instructional planning: A component-skills approach. *Communiqué*, 48(7), 15–18.
https://link.gale.com/apps/doc/A622149582/AONE?u=msu_main&sid=AONE&xid=0965aca0
 - 24 **Cho, E.**, Capin, P., Roberts, G., Roberts, G. J., & Vaughn, S. (2019). Examining sources and mechanisms of reading comprehension difficulties: Comparing English learners and non-English learners with the simple view of reading. *Journal of Educational Psychology*. 111(6), 982-1000.
<https://doi.org/10.1037/edu0000332>
 - 23 Peng, P., Fuchs, D., Fuchs, L.S., Elleman, A. M., Kearns, D. M., Gilbert, J. K., Compton, D. L., **Cho, E.**, Patton, S. (2019). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers. *Journal of Learning Disabilities*, 52(3), 195-208 <https://doi.org/10.1177/0022219418809080>
 - 22 **Cho, E.**, Toste, J. R., Lee, M. & ⁺Ju, U. (2019). Motivational predictors of struggling

- readers' reading comprehension: The effects of mindset, achievement goals, and engagement. *Reading and Writing*, 32(5), 1219 - 1242.
<https://doi.org/10.1007/s11145-018-9908-8>
- 21 Vaughn, S., Roberts, G., Capin, P., Miciak, J., **Cho, E.**, & Fletcher, J. (2019). How initial status affects reading comprehension outcomes for students with reading disabilities. *Exceptional Children*, 85(2), 180-196.
<https://doi.org/10.1177/0014402918782618>
 - 20 Toste, J. R., Capin, P., Williams, K. J., **Cho, E.**, & Vaughn, S. (2019). Replication of an experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. *Journal of Learning Disabilities*. 52(1), 45-58.
<https://doi.org/10.1177/0022219418775114>
 - 19 Solis, M., Vaughn, S., Stillman-Stipek, S., & **Cho, E.** (2018). Effects of reading comprehension and vocabulary intervention on comprehension related outcomes for ninth graders with low reading comprehension. *Reading and Writing Quarterly*, 34, 537 -553.
<https://doi.org/10.1080/10573569.2018.1499059>
 - 18 **Cho, E.**, Capin, P., Roberts, G., & Vaughn, S. (2018). Examining predictive validity of oral reading fluency slope in upper elementary grades using quantile regression. *Journal of Learning Disabilities*, 51, 565-577.
<https://dx.doi.org/10.1177/0022219417719887>
 - 17 **Cho, E.**, Lee, M., & Toste, J. R. (2018). Does perceived competence serve as a protective mechanism against performance goals in struggling readers? Path analysis of contextual antecedents and reading outcomes. *Learning and Individual Differences*, 65, 135-147.
<https://doi.org/10.1016/j.lindif.2018.05.017>
 - 16 Hall, C., Roberts, G. J., **Cho, E.**, McCulley, L. V., Carroll, M., & Vaughn, S. (2017). Reading instruction for English learners in the middle grades: a meta-analysis. *Educational Psychology Review*, 29, 763-794. <https://doi.org/10.1007/s10648-016-9372-4>
 - 15 Steacy, L. M., Kearns, D. K., Gilbert, J. K., Compton, D. L., **Cho, E.**, Lindström, E. R., & Collins, A. A. (2017). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. *Journal of Educational Psychology*, 109, 51-69.
<http://dx.doi.org/10.1037/edu0000113>
 - 14 Kavish, N. Vaughn, M. G., **Cho, E.**, Barth, A. E., Boutwell, B., Vaughn, S., Capin, P., Stillman, S., & Martinez, L. (2017). Physiological arousal and juvenile psychopathy: Is low resting heart rate associated with affective dimensions? *Psychiatric Quarterly*, 88, 103 -114. <http://dx.doi.org/10.1007/s11126-016-9437-z>
 - 13 **Cho, E.**, Compton, D. L., Gilbert, J. K., Steacy, L. M., Collins, A. A., & Lindström, E. R. (2017). Development of first-graders' word reading skills: For whom can dynamic assessment tell us more? *Journal of Learning Disabilities*, 50, 95-112.
<http://dx.doi.org/10.1177/0022219415599343>
 - 12 Scammacca, N., Roberts, G. J., **Cho, E.**, Williams, K., Roberts, G., Carroll, M., & Vaughn, S. (2016). A century of progress: Reading interventions for students in Grades 4-12, 1914-2014. *Review of Educational Research*, 86, 756-800.
<http://dx.doi.org/10.3102/0034654316652942>
 - 11 Barth A. E., Vaughn, S., Capin, P., **Cho, E.**, Stillman-Stipek & Cable, A. (2016). The effects of a text-processing comprehension intervention on struggling middle

- school readers. *Topics in Language Disorder*, 36, 368-389.
<http://dx.doi.org/10.1097/TLD.0000000000000101>
- 10 Kearns, D. M., Steacy, L. M., Compton, D. L., Gilbert, J. K., Goodwin, A. P., **Cho, E.**, Lindström, E. R., & Collins, A. A. (2016). Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty. *Journal of Learning Disabilities*, 49, 368-394. <http://dx.doi.org/10.1177/0022219414554229>
 - 9 **Cho, E.**, & Compton, D. L. (2015). Construct and incremental validity of dynamic assessment of decoding within and across domains. *Learning and Individual Differences*, 37, 183-196. <http://dx.doi.org/10.1016/j.lindif.2014.10.004>
 - 8 **Cho, E.**, Roberts, G. J., Capin, P., Roberts, G., Miciak, J., & Vaughn, S. (2015). Cognitive attributes, attention, and self-efficacy of adequate and inadequate responders in a fourth grade reading intervention. *Learning Disabilities Research and Practice*, 30, 159-170. <https://doi.org/10.1111/ldrp.12088>
- Note.* This paper received the Samuel A. Kirk Award for best research paper from the Division for Learning Disabilities
- 7 Toste, J. R., Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., **Cho, E.**, Barquero, L. A., & Bouton, B. D. (2014). Understanding unresponsiveness to Tier 2 reading intervention: Exploring the classification and profiles of adequate and inadequate responders. *Learning Disability Quarterly*, 37, 192-203. <http://dx.doi.org/10.1177/0731948713518336>
 - 6 **Cho, E.**, Compton, D. L., Fuchs, D., Fuchs, L. S., & Bouton, B. (2014). Examining the predictive validity of dynamic assessment of decoding to forecast response to Tier 2 intervention. *Journal of Learning Disabilities*, 47, 409-423. <http://dx.doi.org/10.1177/0022219412466703>
 - 5 Gilbert, J. K., Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Barquero, L. A., & **Cho, E.** (2013). Efficacy of a first-grade responsiveness to intervention prevention model for struggling readers. *Reading Research Quarterly*, 48, 135-154. <http://dx.doi.org/10.1002/rrq.45>
- Note.* This paper received the Albert J. Harris Research Award from the International Literacy Association
- 4 Compton, D. L., Gilbert, J. K., Jenkins, J. R., Fuchs, D., Fuchs, L. S., **Cho, E.**, Barquero, L. A., Bouton, B. (2012). Accelerating chronically unresponsive children to tier 3 instruction: What level of data is necessary to ensure selection accuracy? *Journal of Learning Disabilities*, 45, 204-216. <http://dx.doi.org/10.1177/0022219412442151>
 - 3 Compton, D.L., Fuchs, D., Fuchs, L. S., Bouton, B., Gilbert, J. K., Barquero, L. A., **Cho, E.**, & Crouch, R.C. (2010). Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process. *Journal of Educational Psychology*, 102, 327-340. <http://dx.doi.org/10.1037/a0018448>
 - 2 Lee, S., Moon, K., Puig, A., **Cho, E.**, Lee, S., Back, S., & Woo, Y. (2008). Development and initial psychometrics of the Korean Mood State Inventory (KMSI). *Measurement and Evaluation in Counseling and Development*, 41, 42-51. (equal contributions of all authors)
<https://doi.org/10.1080/07481756.2008.11909821>
 - 1 Back, S., **Cho, E.**, Woo, Y., Cheong, Y., Lee, S., & Kim, S. (2007). The effects of rewards, types of evaluator, peer support on creativity. *The Korean Journal of Educational Methodology Studies*, 19, 59-76.

BOOKS/BOOK CHAPTERS

- 1 **Cho, E.,** & ⁺Josol, C. K (2021). Dynamic assessment in schools: What, why and how. Teaching on Assessment Volume, *Theory to Practice: Educational Psychology for Teachers and Teaching*
Note. This is one of the six-volume series sponsored by AERA's Teaching Educational Psychology Special Interest Group.

MANUSCRIPTS UNDER REVIEW

- Cho, E.,** ⁺Ju, U., ⁺Kim, E. H., ⁺Sarmiento, C., & Compton, D. L. (in review). Achievement goal profiles of students with and without reading difficulties and their relation to reading, motivation, and behavioral outcomes.
- Cho, E.,** Capin, P., ⁺Ju, U., Roberts, G., & Vaughn, S. (in review). Balancing the efficiency and efficacy of a screening battery for identifying non-responders to reading intervention: Comparing English-learners and non-English learners.
- ⁺Sarmiento, C. M., Truckenmiller, A. J., **Cho, E.,** & ⁺Wang, H. (in review). Academic language use in middle school informational writing. *British Journal of Educational Psychology*
- Fuchs, L.S., Fuchs, D., **Cho, E.,** Barnes, M., Kopenen, T., & Aro, M. (in revision). Comorbid word reading and math computation difficulty at start of first grade.
- Truckenmiller, A. J., & **Cho, E.** (in revision). Uses and misuses of commercial reading assessment: An applied framework for data-based decision making. *The Reading Teacher*
- Cho, E.,** & Barrett, C.(in review). Comparing options for reading screening in middle school: Do teacher ratings improve accuracy? *School Psychology*
- Fuchs, D., Fuchs, L.S., Walsh, M.E., **Cho, E.,** Elleman, A.M., Hendricks, E. Patton, S., & Peng, P. (in review). Comparing effects of more and less complex tutoring programs on more and less strong readers' understanding of information texts: A moderation analysis. *Scientific Studies of Reading*
- Kim, S., Chung, Y., Lee, S-Y, Woo, Y., Kwon, S., **Cho, E.,** Han, C., Lim, K., Lee, M., Hwang, S., Lee, W., Kim, W., So, Y., & Yoon, M. (in review). Optimizing learning outcomes through motivation-adapted individualized teachable agents. *International Journal of Artificial Intelligence in Education.*

MANUSCRIPTS IN PREPARATION

- Cho, E.,** ⁺Ju, U., & Lee, Y. K. (in preparation). The factor structure of mindsets and its relation to reading motivation and achievement.
- Cho, E.,** ⁺Sarmiento, C., ⁺Wang, H., & ⁺Hicks, L. (in preparation). A systematic review of reading instruction with expository science texts for students with reading difficulties.
- ⁺Kim, E. H., & **Cho, E.** (in preparation). Engagement and school dropout: A meta-analysis.
- Cho, E.,** Son, M., ⁺Reiley, S., & ⁺Kim, E.H. (in preparation). Dynamic assessments of decoding and vocabulary: Preliminary investigation of their validity.
- Hogan, E., **Cho, E.,** Capin, P. ⁺Yoon, N.Y., ⁺Bourget, J., & ⁺Chatzgolou, E., (in prep) A Synthesis of Growth Mindset Interventions on Academic Outcomes for K-12 At-Risk Students
- Kehoe, K.F., **Cho, E.,** ⁺Dahl-Leonard, K., Vargas, I., Richmond, C., Wilburn, K., Vann, S., & Hall, C. (in prep). A meta-analysis of single-case experimental design research on effectiveness of interventions for K-5 students with or at risk for reading difficulties.

⁺Dahl-Leonard, K., Hall, C., **Cho, E.**, Capin, P., & Roberts, G.R.(in prep). A meta-analysis of family-mediated literacy intervention.

PRESENTATIONS

INVITED PRESENTATIONS

- 2 Capin, P & **Cho, E.** (2021, June). Introduction to latent profile analysis. Learning Disability Quarterly Methods Exchange. Council for Learning Disabilities.
- 1 **Cho, E.** & Mancilla-Martinez (2021, January). Higher-order reading and math comorbidity: Exploring shared risk factors and their impact on language minority learners. NICHD Learning Disabilities Hub

REFEREED CONFERENCE PRESENTATIONS

- 65 **Cho, E.**, & ⁺Ju, U. (April, 2023). The factor structure of mindsets and its relation to reading motivation and achievement. Paper accepted to the American Education Research Association, Chicago, IL.
- 64 **Cho, E.**, Son, M., & ⁺Reiley, S. (February, 2023). Dynamic assessments of decoding and vocabulary: Preliminary investigation of their validity. Poster accepted to the Pacific Coast Research Conference. San Diego, CA.
- 63 Hogan, E., **Cho, E.**, Bourget, J., Yoon, N.Y., Chatzoglou, E., Mansour, S., Capin, P. (February, 2023) A Synthesis of Growth Mindset Interventions on Academic Outcomes for K-12 At-Risk Students [poster session]. Pacific Coast Research Conference, San Diego, CA.
- 62 ⁺Valentine, K., Truckenmiller, A. J., **Cho, E.**, & Troia, G. A. (February, 2023). How Planning Contributes to Persistence in the Writing Process. Poster accepted to the Pacific Coast Research Conference. San Diego, CA.
- 61 Witmer, S., Truckenmiller, A., **Cho, E.**, Aupperlee, J., Hamilton, E., Valentine, K., & Bachmann, J. (2023, February). Hybrid interdisciplinary training for school psychologists and special educators: Opportunities to promote skills for collaboration and address personnel shortages. *Poster to be presented at the annual meeting of the Trainers of School Psychologists, Denver, CO.*
- 60 Reylea, E. J., **Cho, E.**, & Zagata, E. (2022, April). First-grade multilingual children's cognitive and behavioral profiles and English reading A person-centered approach. Symposium: Equitably supporting the academic achievement of multilingual learners in the U.S., Paper [to be] presented at the 2022 Annual Meeting of the American Educational Research Association.
- 59 Kehoe, K. F., Solari, E. J., **Cho, E.**, Hall, C., Vargas, I., Dahl-Leonard, K., Richmond, C.L., Henry, A., Cook, L., Hayes, L., Conner, C. (2022, July 13-16). A systematic review of research on the effectiveness of interventions for English learners with reading difficulties. [Poster presentation]. Newport Beach, CA
- 58 Kim, E. H. & **Cho, E.** (2022, April). A meta-analysis on the relation between student engagement and high school dropout. Paper [to be] presented at the 2022 Annual Meeting of the American Educational Research Association.
- 57 Hall, C., Dahl-Leonard, K., **Cho, E.**, Solari, E. J., Capin, P., Conner, C., Henry, A. R., Cook, L., Hayes, L., Richmond, C. L., Vargas, I., & Kehoe, K. F. (2022, February). A systematic review of literacy interventions for elementary students with dyslexia. Poster [to be] presented at the Pacific Coast Research Conference, San Diego, CA.

- 56 Zagata, E., **Cho, E.**, Reylea, E. J. (2022, February). Multilingual students' executive functioning and reading achievement: A person-centered latent profile analysis. Poster [to be] presented at the Pacific Coast Research Conference, San Diego, CA.
- 55 ⁺Sarmiento, C., Truckenmiller, A. J., & **Cho, E.** (2021, July) Novel approaches across ages and contexts: Middle school students' use of academic language in narrative and informational writing. Paper presented at the annual meeting of the Society for the Scientific Study of Reading.
- 54 **Cho, E.**, ⁺Kim, E. H., & ⁺Josol, C. K. (2021, July). Dynamic assessments of decoding and vocabulary: Preliminary investigation of their validity. Paper presented at the annual meeting of the Society for the Scientific Study of Reading.
- 53 **Cho, E.**, Mancilla-Martinez, J., Hwang, J.K., Fuchs, L.S., Seethaler, P.M., & Fuchs, D. (2021, July). Exploring Shared Risk Factors for Higher-order Comorbidity in Reading and Mathematics among Language Minority Learners. Paper presented at the annual meeting of the Society for the Scientific Study of Reading.
- 52 **Cho, E.**, ⁺Ju, U., ⁺Kim, E. H., & Compton, D. L. (2021, April). *Achievement goal profiles and their relation to reading and behavioral outcomes among students with and without reading difficulties*. Paper to be presented at the annual meeting of the American Educational Research Association
- 51 **Cho, E.**, Fuchs, L. S., Seethaler, P. M., Fuchs, D., & Compton, D. L. (2020, July). *Dynamic assessment for identifying Spanish-speaking English learners' risk for mathematics disabilities: Does language of administration matter?* Paper to be presented at the 26th Annual Meeting for the Scientific Studies of Reading, Irvine, CA
- 50 **Cho, E.** ⁺Ju, U., Lee, M., ⁺Lee, G. A., & Compton, D. L. (2020, April). *Achievement goals and reading comprehension: differential relations for students with and without reading disabilities*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 49 **Cho, E.** & ⁺Josol, C. (2020, April). Dynamic assessment in schools: What, why, and how? In S. Nichols, *Teaching on Assessment: Implications for Preparing Teachers*. Symposium accepted to the annual meeting of the American Educational Research Association, San Francisco, CA.
- 48 Lee, Y-K., **Cho, E.**, ⁺Kim, E.H., Capin, P., & Swanson, E. (2020, April). *Profiles of Reading Self-Efficacy and Mindset: How Are They Related to Engagement and Reading Achievement?* Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 47 Peng P., Fuchs D., Fuchs, L., **Cho, E.**, Elleman, A. M., Kearns D. M., Patton, S., & Compton, D. L. (2020, April). *Is "Response/No Response" Too Simple a Notion for RTI Frameworks? Exploring the Validity of Multiple Response Types with Latent Profile Analysis*. Paper to be presented at the annual meeting of the American Educational Research Association annual conference, San Francisco, CA
- 46 **Cho, E.**, & ⁺Ju, U. (2020, February). *Growth mindset and reading comprehension: Exploring reciprocal relations*. Poster to be presented at the Pacific Coast Research Conference, San Diego, CA.
- 45 Truckenmiller, A. J., & **Cho, E.** (2020, February). Relations between writing accuracy and complexity in a levels of language framework in middle school. In H. Gerde, *Innovations in Writing Assessments across Features of Writing, Ages, and Ability Status*. Symposium accepted to the Pacific Coast Research Conference, San Diego, CA.

- 44 ⁺Ju, U. **Cho, E.** Relyea, J. & Choi, I. (2019, April). *Predicting reading growth trajectories of language minority students: Effects of parents' home language input*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
* Nominated as the best graduate student poster by Division C
- 43 **Cho, E.,** & ⁺Ju. U. (2019, February). *Does growth mindset predict growth in reading?* Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA
- 42 **Cho, E.,**⁺Ju, U. (2019, February). *Middle school RTI: Screening and progress monitoring of reading comprehension*. Panel presentation presented at the 27th Annual Pacific Coast Research Conference, San Diego, CA.
- 41 Roberts, G. J., **Cho, E.,** Garwood, J. D., Goble, G. H., & Robertson, T. (2019, February). *Reading instruction for students with behavior, hyperactivity, or attention difficulties: A meta-analysis*. Poster presented at the annual Pacific Coast Research Conference, San Diego, CA.
- 40 **Cho, E.,** & Compton (2018, July). *Does measuring self-teaching via dynamic assessment help with early prediction of word reading development? Evidence from latent change score models*. Poster presented at the 25th Annual Meeting for the Scientific Studies of Reading, Brighton, UK.
- 39 **Cho, E.,** Lee, M., & Toste, J. (2018, April). *Self-efficacy as a protective mechanism against performance—voidance goals: Contextual antecedents and reading outcomes*. Poster session presented at the annual meeting of the American Educational Research Association, New York, NY.
- 38 **Cho, E.,** Capin, P., Roberts, G., & Vaughn, S. (2018, February). *Balancing the efficiency and efficacy of a screening battery for identifying nonresponders to reading intervention: Comparing English-leaners and non-English learners*. Paper presented at the 26th Annual Pacific Coast Research Conference, San Diego, CA.
- 37 **Cho, E.,** Capin, P., Roberts, G., & Vaughn, S. (2017, July). *Comparing English learners and non-English learners with reading comprehension difficulties within the simple view of reading*. Poster presented at the 24th Annual Meeting for the Scientific Studies of Reading, Halifax, Canada.
- 36 **Cho, E.,** Scammacca, N., Roberts, G., & Fall, A.-M (2017, February). *Benchmarking typical academic growth for students in the bottom quartile of the normative distribution*. Paper presented at the 25th Annual Pacific Coast Research Conference, San Diego, CA.
- 35 **Cho, E.,** Capin, P., Roberts, G. & Vaughn, S. (2016, October). *Predicting reading comprehension of struggling fourth graders: Comparison of oral and silent reading fluency*. Poster presented at the 2016 Council for Learning Disabilities, San Antonio, TX.
- 34 **Cho, E.,** & Toste, J. R. (2016, October). *Self-Efficacy: Protective mechanism for struggling readers in upper elementary grades*. Paper presented at the 2016 Council for Learning Disabilities, San Antonio, TX.
- 33 Williams, K. J., Toste, J. R., **Cho, E.,** Rogers, M., & McClelland, A. (2016, July). *The contribution of teacher-student working alliance and motivation to elementary students' reading performance*. Poster presented at the 23rd Annual Meeting for the Scientific Studies of Reading, Porto, Portugal.
- 32 Barth, A.E., Vaughn, S., Capin, P., **Cho, E.,** Stillman-Spisak, S. et al. (2016, July). *The effects of a text-processing comprehension intervention on struggling middle school readers and predictors of listening comprehension and reading comprehension*. Paper presented at the 23rd Annual Meeting for the Scientific

- Studies of Reading, Porto, Portugal.
- 31 **Cho, E.,** & Toste, J. R. (2016, June). *Direct and indirect effects of achievement goals on reading comprehension in upper elementary struggling readers*. Paper presented at the 40th Annual Conference for the International Academy of Research in Learning Disabilities, Austin, TX.
 - 30 Hall, C., Roberts, G. J., Vaughn, S., **Cho, E.,** McCulley, L. & Carroll, M. (2016, April) *Reading instruction for English learners in the middle grades: A synthesis of intervention research*. Paper presented at the 2016 Counseling for Exceptional Children Convention and Expo, St. Louis, MO.
 - 29 Barth, A.E., Vaughn, S., Capin, P., **Cho, E.,** Stillman-Spisak, S. et al. (2016, February). *The effects of a text-processing comprehension intervention on struggling middle school readers and allostatic load as a potential moderator of response*. Paper presented at the 24th Annual Pacific Coast Research Conference, San Diego, CA.
 - 28 Hall, C., Roberts, G. J., Vaughn, S., **Cho, E.,** McCulley, L. & Carroll, M. (2016, February). *Reading instruction for English learners in the middle grades: A Meta-analysis*. Paper presented at the 24th Annual Pacific Coast Research Conference, San Diego, CA.
 - 27 **Cho, E.** & Toste, J. R. (2016, February). *Classroom goal structure, student motivation, and reading achievement of upper elementary struggling readers*. Poster presented at the 24th Annual Pacific Coast Research Conference, San Diego, CA.
 - 26 Barth, A., Vaughn, S., Capin, P., **Cho, E.,** Stillman-Stipek, S., & Martinez, L. (2015, July). *Effects of oral language-based intervention for middle school students*. Paper presented at the 22nd Annual Meeting for the Scientific Studies of Reading. Porto, Portugal.
 - 25 Vaughn, S., Solis, M., Miciak, J., Taylor, P., Roberts, G., Roberts, G., **Cho, E.,** & Fletcher, J. M. (2015, February). *Effects from a randomized control trial comparing researcher and school implemented treatments with fourth graders with significant reading difficulties*. Paper presented at the 23rd Annual Pacific Coast Research Conference, San Diego, CA.
 - 24 Collins, A. A, Gilbert, J. K., Lindström, E. R., Compton, D. L., Steacy, L. M., & **Cho, E.** (2015, February). *Performance variations across comprehension measures for students with late emerging reading difficulties*. Poster presented at the 23rd Annual Pacific Coast Research Conference, San Diego, CA.
 - 23 **Cho, E.,** & Compton, D. L. (2015, February) *Different patterns of word reading growth: A conditional analysis of word reading growth by level of initial reading level*. Poster presented at the 23rd Annual Pacific Coast Research Conference, San Diego, CA.
 - 22 **Cho, E.,** & Compton, D. L. (2014, July). *Predictors of word reading development: The role of dynamic assessment of decoding*. Poster presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
 - 21 Toste, J. R., Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., **Cho, E.,** Barquero, L. A., & Bouton, B. D. (2014, April). *What Does Responsiveness Look Like?: Classification and Profiles of Adequate and Inadequate Responders to Reading Intervention* Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
 - 20 **Cho, E.,** & Compton, D. L. (2014, February). *Early academic skills development: What can dynamic assessment tell us more?* Poster presented at the Pacific Coast Research Conference, Coronado, CA.
 - 19 **Cho, E.,** & Compton, D. L. (2013, July). *What does dynamic assessment of decoding measure? Domain-specific responsiveness or domain-general learning*

- potential?* Poster presented at the Society for the Scientific Study of Reading Conference, Hong Kong.
- 18 Miller, A., Fuchs, D., **Cho, E.**, Steacy, L. M. Zheng, W., Patton, S., & Haga, L. Y. (2013, July). *The relationship between reading ability and picture naming: A look at phonological and semantic processing*. Poster presented at the Society for the Scientific Study of Reading Conference, Hong Kong.
 - 17 Compton, D. L., Gilbert, J. K., Steacy, L. M., **Cho, E.**, & Miller, A. (2012, July). *Behavioral phenotypes of children with late-emerging reading difficulties*. Poster presented at the Society for the Scientific Study of Reading Conference, Montreal, Canada.
 - 16 **Cho, E.**, Compton, D. L., & Fuchs, D. (2012, July). *Examining the predictive validity of a dynamic assessment of decoding to forecast response to intervention*. Poster presented at the Society for the Scientific Study of Reading Conference, Montreal, Canada.
 - 15 **Cho, E.**, & Compton, D. L. (2012, February). *Long-term effects of phonics instruction: A meta-analytic reviews*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
 - 14 Barquero, L. B., Compton, D. L., Gilbert, J. K., **Cho, E.**, Bouton, B., Fuchs, D., & Fuchs, L. S. (2011, July). *Step right up: Advancing the lowest achievers at tier 1 directly to tier 3 (upside-down RTI)*. Poster presented at the Society for the Scientific Study of Reading Conference, St. Petersburg Beach, FL.
 - 13 **Cho, E.**, & Compton, D. L. (2011, July). *Is RTI the greatest show on earth?: Comparing responses of nonresponders in Tier1 and Tier2*. Poster presented at the Society for the Scientific Study of Reading Conference, St. Petersburg Beach, FL.
 - 12 Gilbert, J. K., Compton, D. L., & **Cho, E.** (2010, June). *Profile analysis of responders and nonresponders to RTI*. Poster presented at the Institute of Education Sciences Conference, Washington, D.C.
 - 11 **Cho, E.** (2010, March). *Measuring third grade students' basic algebraic thinking: What can item response theory (IRT) tell us?* Symposium presented at the Graduate Research Symposium, Nashville, TN.
- * This poster received graduate student travel award from Vanderbilt University
- 10 **Cho, E.**, Compton, D. L., Gilbert, J. K., & Fuchs, D. (2010, February). *Predictors of growth during tier 2 small group tutoring: The role of dynamic assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
 - 9 **Cho, E.**, Kwon, S., Yeon. E. M., Jeon, H., Chung, Y., Bong. M., & Kim, S. (2008, July). *Effects of choice deprivation on task interest and self-efficacy*. Symposium presented at the International Conference of Cognitive Science, Seoul, Korea.
 - 8 Chung, Y., **Cho, E.**, Kwon, S., Jeon, H., Yeon. E. M., Lee, M., Lee. K., Bong. M., & Kim, S. (2008, July). *The effect of intelligent teachable agent on learners' interest and comprehension*. Symposium presented at the International Conference of Cognitive Science, Seoul, Korea.
 - 7 **Cho, E.**, Back. S., Woo. Y., Lim. K., Cheong. Y., Lee. S., Lee. W., & Kim. S. (2007, May). *Neural correlates of types of feedback and reward: Individual differences in achievement goals*. Poster presented at the International Mind, Brain, and Education Society, Dallas, TX.
 - 6 Cheong. Y., **Cho, E.**, Woo. Y., Back. S., Lee. S., Han. C., & Kim. S. (2007, May). *The interactive effect of achievement goals and anticipation of monetary gain and loss on brain activation*. Poster presented at the International Mind, Brain, and Education Society, Dallas, TX.

- 5 Son, S., & **Cho, E.** (2007, April). *Korean pre-service teachers' perceptions on differentiated instruction to meet the needs of diverse learners*. Pusan University Brain Korea International Conference, Busan, Korea.
- 4 Lee, S., Cheong, Y., **Cho, E.**, Back, S., Woo, Y., C. Han, C., Lee, W., Lim, K., So, Y., & Kim, S. (2007, July). *The role of reward in CAL environment*. Poster presented at the Cognitive Science Society Annual Meetings, Nashville, TN.
- 3 Woo, Y., Back, S., Lee, S., **Cho, E.**, Cheong, Y., Lim, K., Han, C., Lee, W., So, Y., & Kim, S. (2007, July). *The relationship between learner characteristic and interest*. Poster presented at the Cognitive Science Society Annual Meetings, Nashville, TN.
- 2 Back, S., Lee, S., Woo, Y., Cheong, Y., Cho, E., Han, C., Lee, W., Lim, K., So, Y., & Kim, S. (2007, July). *On-line assessment of learner's interest and comprehension*. Poster presented at the Cognitive Science Society Annual Meetings, Nashville, TN.
- 1 So, Y., Lee, S., Back, S., Woo, Y., **Cho, E.**, Chung, Y., Han, C., Lim, K., Lee, W., & Kim, S. (2006, July). *The effects of self-efficacy and performance goal orientation on task interests and comprehension in the presence or absence of rewards*. Symposium presented at the International Conference of Korean Association of Psychological and Social Issues, Seoul, Korea.

REGIONAL PRESENTATIONS

- 2 Archer, B., Pellegrino, J., Truckenmiller, A. J., & **Cho, E.** (2019, February). *Early literacy assessment systems report and implications for MI schools*. Michigan School Testing Conference. Ann Arbor, MI.
- 1 **Cho, E.** (2019, March). *Make Response-to-Intervention work in middle school: Screening and progress monitoring options for students with reading difficulties*. Poster presented at the Michigan Council for Exceptional Children. Grand Rapids, MI

OTHER PRESENTATIONS

- 4 **Cho, E.** (2016, October). *Self-Efficacy: A Protective Mechanism for Upper Elementary Struggling Readers*. Invited talk presented at the EPET brownbag series. East Lansing, MI.
- 3 **Cho, E.** (2018, November). *Motivation and reading comprehension: Why and for whom does it matter?* Invited talk presented at the EPET brownbag series. East Lansing, MI
- 2 **Cho, E.** (2018, October). *Finding the right home for my paper*. Invited talk presented at the graduate student writing group. East Lansing, MI.
- 1 **Cho, E.** (2018, Summer). *Parad of scholars*. Invited presentation at CEP900/930. East Lansing, MI

TEACHING AND SUPERVISION

UNIVERSITY TEACHING

2018 - 2022	CEP 941 Academic Issues: At-risk and Special Education Students (MSU) Level/Format: doctoral-level course/ face-to-face Role: Instructor
2017 -2019	CEP 803A Assessment for Mild Disabilities (MSU)

	Level/Format: master's-level/ online
	Role: Instructor
2017 - 2022	CEP 801A Consultation and Collaboration (MSU)
	Level/Format: master's-level/ online
	Role: Instructor
2019	CEP 801A Consultation and Collaboration
	Level/Format: undergraduate interns/ face-to-face
	Role: Instructor
2014	SPED 3820 Issues and Procedures in the Assessment of Students with High Incidence Disabilities (Vanderbilt)
	Level/Format: undergraduate/ face-to-face
	Role: Instructor
2010	SPED 3930 Hierarchical Linear Modeling (HLM)
	Level/Format: doctoral/ face-to-face
	Role: Teaching Assistant

K-12 TEACHING

2013, Fall	Student Teacher , Currey Ingram Academy, Brentwood, TN
2013, Fall	Student Teacher , Granbery Elementary School, Nashville, TN
2011, Fall	Practicum Teacher , Whitsitt Elementary School, Nashville, TN
2011, Summer	Reading Tutor , Kennedy Center Reading Clinic, Nashville, TN

SUPERVISION

2012, Spring	Supervisor , Kennedy Center Reading Clinic, Nashville, TN
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ADVISING/MENTORSHIP

Dissertation Committee

Cynde Josol • Julie Behmer • Jessica Sprick • Amna Agha

Practicum Committee

Eun Ha Kim (Chair)
Lori Bruner • Cherish Sarmiento • Garam Lee

Guidance Committee

Eun Ha Kim (Chair)
Cherish Sarmiento • Larissa Jakubow • Garam Lee • Vicky Phun • Katie Valentine •
Lindy Johnson • Amna Agha • Nathalie Marinho

Graduate Research Assistant Advising

Unhee Ju (CEPSE, Ph.d., 2019)- Riverside Insights, Psychometrician
Amna Agha (CEPSE, 3rd Year)

Funded Student Projects

2020 Summer Research Development Fellowship, Eun Ha Kim
2021 Summer Research Fellowship, Eun Ha Kim

PROFESSIONAL SERVICE

EDITORIAL SERVICE

Editorials

2020 – present **Associate Editor**
British Journal of Educational Psychology

2022 - present **Associate Editor**
Journal of Learning Disabilities

Editorial Board Member

2021 – present **Board Member**
Annals of Dyslexia

2021 – present **Board Member**
Assessment for Effective Instruction

2020 – 2022 **Board Member**
Journal of Learning Disabilities

2019 – present **Board Member**
Frontiers in Psychology

2018 – present **Board Member**
Topics in Language Disorders

2017 – present **Board Member**
Journal of Educational Psychology

Guest Editor

2022 Topics in Language Disorders
Issue on motivation and literacy in children with or at risk for learning difficulties

AD-HOC REVIEWER

2021 SAGE Open
2020 School Psychology Review
2020 Remedial and Special Education
2020 Learning Disabilities Quarterly
2020 Journal of Learning Disabilities
2019 – 2021 Teaching Exceptional Children
2019, 2020 Reading and Writing
2018, 2021 Journal of Research in Reading
2017, 2020 Annals of Dyslexia
2017 – 2021 Learning and Individual Differences
2017 British Journal of Educational Psychology
2017, 2021, 2022 Exceptional Children
2016 The Teacher Educator
2015 – 2016 Journal of Educational Psychology
2015 – present Scientific Studies of Reading
2013 – 2020 Assessment for Effective Intervention
2022 Studies in Second Language Acquisition
2022 Mind, Brain, and Education

GRANT REVIEW PANEL

2023-2028	Principal Member of the Review Panel National Center for Special Education Research Institute of Education Sciences
2022	Review Panel Member Canadian Institutes of Health Research, The Social Sciences and Humanities Research Council Multidisciplinary Review Panel Member for the Research for Postpandemic Recovery
2021, 2022	Review Panel Member National Center for Special Education Research Institute of Education Sciences
2020	Review Panel Member National Science Foundation, DRK-12

OTHER SERVICE

2023	Co-Chair 2023 IES PI meeting
2022	Consultant College Board Reviewed the Quill, developing a digital learning tool to support student literacy skills, and its guiding principles
2018	Response to the Gates/Chan Zuckerberg Response For Information in the area of elementary writing (prepared with Troia, G. & Truckenmiller, A. J.)

SERVICE TO STATE/LOCAL EDUCATION AGENCIES

2022	Content advisor Michigan Dyslexia Handbook Michigan Department of Education https://www.michigan.gov/mde/-/media/Project/Websites/mde/Literacy/Lit-in-MI-and-Essential-Practices/MDE_Dyslexia_Handbook.pdf
2020	Committee member Development of the District Facilitation Guide Michigan Department of Education
2020	Committee member Learning Disabilities Standard Setting & Linking Activity for the Michigan Test for Teacher Certification (MTTC) program. Michigan Department of Education and Pearson
2019 – 2024	Consultant Stanton Middle School Support Project with Kent State University (with Nathan Stevenson)
2018 – 2019	Principal contributor Early Literacy Assessment System (ELAS) project Michigan Department of Education and Michigan Assessment Consortium. https://www.michiganassessmentconsortium.org/ELAS/
2018	Expert panel (Content and standards reviewer) Michigan Test for Teacher Certification- Learning Disabilities

2018	Review committee The Grade 3 Reading Standards Validation Review for the Michigan Student Test of Educational Progress (M-STEP) Michigan Department of Education and Data Recognition Corporation.
2017	Expert panel Multi-tiered Service Delivery (MTSS) guideline Michigan Department of Education.

SERVICE TO INSTITUTION

College and Department Committees

2021 -	College of Education Curriculum Committee
2019	CEPSE Personnel Committee
2018 – 2021	CEPSE Awards Committee (Chair, 2019-2020) ▪ All-college scholarship review ▪ Robert-Craig scholarship review ▪ Dissertation and Practicum support review ▪ Summer Research Renewable Fellowship review ▪ Bosco fellowship review ▪ Faculty awards review ▪ Special Education Undergraduate Scholarship review ▪ All University Awards

PROFESSIONAL AFFILIATION

2009 – present	Society of the Scientific Studies of Reading
2009 – present	Council for Exceptional Children
2007 – present	American Educational Research Association

PRODUCTS

2020	Michigan Department of Education (2020). Early literacy assessment systems that support learning. Lansing, MI: Authors. Available at https://www.michiganassessmentconsortium.org/ELAS/ [Role: Principal contributor group author]
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OTHER EXPERIENCES

EXTRA-CURRICULAR ACTIVITIES

2009 – 2011	Korean Language Teacher , Nashville Korean United Methodist Church, Brentwood, TN
2007	Volunteer, K-WISC III administrator , Guam Elementary School, Seoul, Korea
2005 – 2006	Program Coordinator & Korean Language Teacher , International Student Fellowship, Seoul, Korea
2005	English Teacher , Alwihda center, Amman, Jordan

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| 2003 | Research and Intervention Assistant , Bundang Welfare Institute, Kyunki-do, Korea |
| 2002 – 2004 | Student Reporter , Hyundai-Asan Foundation, Seoul, Korea |
| 2002 – 2003 | Auxiliary Self , Korea University Psychodrama, Seoul, Korea |
| 2002 – 2003 | Undergraduate Assistant & Intake Counselor , Korea University Counseling Center, Seoul, Korea |

NONDEGREE CERTIFICATE

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| 2007 | Korean-Wechsler Intelligence Scale for Children- III , Seoul National University Developmental Psychology Center, Seoul, Korea. |
| 2005 | Teaching English to Speakers of Other Languages (TESOL) , University of Nations, Lebanon, PA. |