

JOSHUA FAHEY LAWRENCE

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PROFESSIONAL EXPERIENCE

Adlit PD and Consulting Co-Founder. Responsible for more than \$800,000 in district and state contracts.	2009 - 2016
University of California, Irvine School of Education Assistant Professor	2011 - 2016
Harvard Graduate School of Education Postdoctoral Fellow in Education	2008–2011
Timilty Middle School Boston Public Schools Teacher and Literacy Coach	2000–2010

EDUCATION

Boston University Ed.D. Dept. of Developmental Studies Dissertation: <i>Adolescent vocabulary development: A longitudinal study of in-school and out-of-school predictors.</i>	2004 – 2008
Salem State College Master of Arts in Teaching	2004
University of Calgary B.A. Ancient Philosophy	1997

AWARDS

Hellman Fellowship	2013
Visiting International Collaborator, Ministry of Education, People's Republic of China	2012
Taiwan Visiting Research Scholar, Taiwan Ministry of Education, Taipei, Taiwan	2010
Summer Research Training Institute on Cluster-Randomized Trials, Nashville, TN	2009
European Graduate School on Literacy, Egmond aan Zee, The Netherlands	2008

ARTICLES IN PEER-REVIEWED JOURNALS

‡ STUDENT CO-AUTHOR

† STUDENT WHOM I ADVISE

- Lawrence, J. F.**, Crosson, A. C., Paré-Blagoev, E. J., & Snow, C. E. (2015). Word Generation randomized trial: Discussion mediates the impact of program treatment on academic word learning. *American Educational Research Journal*, 52(4), 750-786. <http://doi.org/10.3102/0002831215579485>
- Lawrence, J. F.**, ‡ Hinga, B., Mahoney, J. L., & Vandell, D. L. (2015). Summer activities and vocabulary development: relationships across middle childhood and adolescence. *International Journal for Research on Extended Education*, 3(1), 71-93
- ‡ Zheng, B., **Lawrence, J. F.**, Warschauer, M., & Lin, C.-H. (2015). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology, Knowledge and Learning*, 20, 201–229. <http://doi.org/10.1007/s10758-014-9239-z>
- † Lin, A. R., **Lawrence, J. F.**, & Snow, C. E. (2015). Teaching urban youth about controversial issues: Pathways to becoming active and informed citizens. *Citizenship, Social and Economics Education*. <http://dx.doi.org/10.1177/2047173415600606>

- Lawrence, J. F.**, ‡ Niiya, M., & Warschauer, M. (in press). Narrative writing in digital formats: Interpreting the impact of audience. *Psychology of Language and Communication*.
- † Hwang, J. K., **Lawrence, J. F.**, Mo, E., & Snow, C. E. (2015). Differential effects of a systematic vocabulary intervention on adolescent language minority students with varying levels of English proficiency. *International Journal of Bilingualism*, 19(3), 314–332. <http://doi.org/10.1177/1367006914521698>
- Lawrence, J. F.**, Rolland, R. G., Branum-Martin, L., & Snow, C. E. (2014). Generating vocabulary knowledge for at-risk middle school readers: Contrasting program effects and growth trajectories. *Journal of Education for Students Placed at Risk (JESPAR)*, 19(2), 76–97. <http://doi.org/10.1080/10824669.2014.958836>
- Rydland, V., Grøver, V., & **Lawrence, J. F.** (2014). The second-language vocabulary trajectories of Turkish immigrant children in Norway from ages five to ten: The role of preschool talk exposure, maternal education, and co-ethnic concentration in the neighborhood. *Journal of Child Language*, 41(2), 352–381. <http://doi.org/10.1017/S0305000912000712>
- ‡ Yim, S., Warschauer, M., Zheng, B., & **Lawrence, J. F.** (2014). Cloud-based collaborative writing and the Common Core Standards. *Journal of Adolescent & Adult Literacy*, 58(3), 243–254. <http://dx.doi.org/10.1002/jaal.345>
- Lawrence, J. F.**, Galloway, E. P., Yim, S., & † Lin, A. (2013). Learning to write in middle school? Insights into adolescent writers' instructional experiences across content areas. *Journal of Adolescent & Adult Literacy*, 57(2), 151–161. <http://doi.org/10.1002/jaal.219>
- Lawrence, J. F.** (2012). English vocabulary trajectories of students whose parents speak a language other than English: Steep trajectories and sharp summer setback. *Reading and Writing*, 25(5), 1113–1141. <http://doi.org/10.1007/s11145-011-9305-z>
- Lawrence, J. F.**, ‡ Capotosto, L., Branum-Martin, L., White, C., & Snow, C. E. (2012). Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program. *Bilingualism: Language and Cognition*, 15(3), 437–451. <http://doi.org/10.1017/S1366728911000393>
- Lawrence, J. F.**, White, C., & Snow, C. E. (2010). The words students need. *Educational Leadership*, 68(2), 23–26.
- Lawrence, J. F.** (2009). Summer reading: Predicting adolescent word learning from aptitude, time spent reading, and text type. *Reading Psychology*, 30(5), 445–465. <http://doi.org/10.1080/02702710802412008>
- Snow, C. E., **Lawrence, J. F.**, & White, C. (2009). Generating knowledge of academic language among urban middle school students. *Journal of Research on Educational Effectiveness*, 2(4), 325–344. <http://doi.org/10.1080/19345740903167042>
- Fahey, K., **Lawrence, J. F.**, & Paratore, J. R. (2007). Using electronic portfolios to make learning public. *Journal of Adolescent & Adult Literacy*, 50(6).
- Lawrence, J. F.** (2005). Perennial Themes in Education. *Journal of Education*, 186(1), 87–95.

BOOK CHAPTERS

- Duncan, G. J., Dowsett, C., & **Lawrence, J. F.** (2014). Early math and literacy skills: Key predictors of later school success. In S. Landry & C. L. Cooper (Eds.), *Wellbeing in Children and Families* (pp. 55–73). Chichester, UK: John Wiley & Sons, Ltd. <http://doi.org/10.1002/9781118539415.wbwell003>
- Rydland, V., Grøver, V., & **Lawrence, J. F.** (2014). The potential and challenges of learning words from peers in preschool. A longitudinal study of second language learners in Norway. In A. Cekaite, S. Blum-Kulka, V. G. Aukrust, & E. Teubal (Eds.), *Children's Peer Talk: Learning from Each Other* (pp. 214–234). Cambridge: Cambridge University Press

BOOK CHAPTERS (CONT.)

- Galloway, E. P., **Lawrence, J. F.**, & Moje, E. B. (2013). Research in disciplinary literacy: Challenges and instructional opportunities in teaching disciplinary texts. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice* (pp. 13–36). Cambridge, MA: Harvard Education Press.
- Ippolito, J., & **Lawrence, J. F.** (2013). Bridging content and literacy knowledge and instruction: A framework for supporting secondary teachers and students. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice* (pp. 1–12). Cambridge, MA: Harvard Education Press.
- Park, Y., Zheng, B., **Lawrence, J. F.**, & Warschauer, M. (2012). Technology-enhanced reading environments. In M. Thomas, H. Reinders, & M. Warschauer (Eds.), *Contemporary Computer-Assisted Language Learning*. New York: Bloomsbury Academic.
- Lawrence, J. F.**, Maher, B., & Snow, C. E. (2013). Research in vocabulary: Word power for content-area learning. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice*. Cambridge, MA: Harvard Education Press.
- Lawrence, J. F.**, Warschauer, M., Zheng, B., & Mullins, D. (2013). Research in digital literacy: Tools to support learning across the disciplines. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent Literacy in the Era of the Common Core: From Research into Practice*. Cambridge, MA: Harvard Education Press.
- Lawrence, J. F.**, & Snow, C. E. (2010). Oral discourse and reading. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. IV). New York: Routledge.

EDITED VOLUME

- Ippolito, J., **Lawrence, J. F.**, & Zaller, C. (2013). *Adolescent Literacy in the Era of the Common Core*. Cambridge, MA: Harvard Education Press.

MANUSCRIPTS UNDER REVIEW IN PEER-REVIEWED JOURNALS

- Lin, A., **Lawrence, J. F.**, Taylor, K., & Snow, C. (*under review*). Assessing adolescents' communicative self-efficacy to discuss controversial issues: Findings from a randomized study of the Word Generation program.
- Hwang, J. K., **Lawrence, J. F.**, & Snow, C. E. (*under review*). Differential vocabulary growth trajectories among adolescent language minority students: A two-year longitudinal study.
- Hwang, J. K., **Lawrence, J. F.**, Snow, C. E., & Collins, P. (*under review*). Vocabulary and reading performances of reclassified fluent English proficient students.

MANUSCRIPTS IN PREPARATION

- Lawrence, J. F.**, Hwang, J. K., & Snow, C. E. (in preparation). Reading comprehension growth in middle school: The impact of general and academic vocabulary across language proficiency groups.
- Lawrence, J. F.**, Francis, D., & Snow, C. E. (in preparation). The poor get richer: Heterogeneity in the efficacy of a school-level intervention for academic language.
- Hwang, J. K., **Lawrence, J. F.**, Francis, D., & Snow, C. E. (in preparation). Investigating the effects of Word Generation on adolescent language minority students: A longitudinal follow-up study.
- Lawrence, J. F.**, Hwang, J. K., & Lervåg, A. (in preparation). Using multiple measures of vocabulary to predict reading comprehension.

GRANT FUNDING UNDER REVIEW

Improving the Accuracy of Academic Vocabulary Assessment for English Language Learners, **\$1,600,000**. Role: PI. US Department of Education, IES Goal 3, #R305A120045.

FUNDED GRANTS

- Supporting Comprehension and Argumentation in High School: Leveraging Multiple Texts to Support Argumentative Writing, **\$10,000**. Role: PI. UCI Council on Research, Computing, and Libraries. 2015 – 2016.
- Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi Schools, **\$1,878,435** (Tedra Clark, PI). Role: Methodological Consultant. US Department of Education, IES Goal 3, #R305A120045. 2012 - 2016.
- Randomized Trial of the Word Generation Program, **\$2,853,517**. (Catherine Snow, PI). Role: Coordinator. US Department of Education, IES Goal 3, #R305A090555. 2009 - 2013.
- Pathways Project: A Cognitive Strategies Approach to Reading and Writing Instruction for Teachers of Secondary English Language Learners, **\$2,000,000**. Role: Co-PI. U.S. Department of Education, Office of English Language Acquisition. 2012 – 2017.
- Teaching for text comprehension: Supporting young second-language learners' text comprehension in urban multiethnic preschools in Norway, **\$2,000,000**. Role: Methodological Consultant. Norwegian Research Council. 2013-2016.
- Literacy in the Content Areas: A survey of Teachers and Students to Strategic Educational Research Partnership, **\$450,000**. Role: Co-PI and Boston research coordinator. Carnegie Corporation, Grant B, #7889. 2005 – 2010.
- The Pathway to Academic Success: Enhancing Student Achievement through the Common Core Standards, **\$250,000**. Role: Co-PI. California Postsecondary Education Commission Improving Teacher Quality Grants Program. 2011 – 2013.
- The Research of Xinjiang Uyghur Young Children's Chinese emergent literacy development, **\$32,113**. Role: Methodological Consultant. The Ministry of Education of the People's Republic of China. 2011-2013.
- Discussion of Socioscientific Issues in Classrooms to Develop Youth's Scientific Literacy about Climate Change, **\$5,000**. Role: Co-PI. University of California, Irvine Environmental Institute. 2012-2013.
- Technology Enhancement Competitive Grant, **\$250,000**. Massachusetts Department of Education, Office of Instructional Technology. Role: Co-author and coordinator. Grant to implement and assess a one-to-one laptop computer initiatives for two years. 2007 – 2009.
- Secondary School Grant Program, **\$ 16,000**. Massachusetts Department of Education, Office of Reading. Role: Author and coordinator. Grant to support planning and assessment to support adolescent learning outcomes at Timilty Middle School in Boston. 2006 – 2007.

SELECTED INVITED PRESENTATIONS

- Lawrence, J.F. (2015, September). Technology in English. U.S. Department of State, Bureau of Educational and Cultural Affairs. **The White House**, Washington D.C.
- Warschauer, M., & Lawrence, J. F. (2014, April). The Learning Analytics of Cloud Based Writing. **Google Campus**, New York, New York
- Lawrence, J.F. (2014, June). Assessing the correspondence between teacher report and observational measures of classroom instructional content. The Research Group on Text Comprehension: Development, Instruction, and Multiple Texts (TextDIM). **University of Oslo**, Norway.
- Lawrence, J.F. (2012, September). Does talk exposure in preschool predict second-language vocabulary at age 10? A longitudinal study of Turkish immigrant children growing up in Norway. 学前教育中的语言接触是否会预测儿童10岁时的第二语言词汇? (Presented in Mandarin). **East China Normal University**, Shanghai, China.