

Douglas M. Mosher
Assistant Professor of Literacy and Education
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
Phone: 408.355.4791
Email: dmm2301@tc.columbia.edu
READS Lab: www.readslab.org/
MORE Program: www.engagewithmore.org/

RESEARCH AND PROFESSIONAL STATEMENT

Inspired by my time as a first-grade teacher, I study literacy interventions aligned with the Science of Reading for primary and secondary school students. One of key questions that persists in education is *how can students better transfer their knowledge?* My research uses descriptive evidence to understand what is happening in schools, causal evidence to estimate effects of literacy interventions designed to improve students' ability to transfer knowledge through effective pedagogical practices, and process evidence to explore the mechanisms driving those effects.

EDUCATION

2024	Ph.D. in Education, <i>Harvard University</i> Human Development, Learning and Teaching
2021	M.Ed. in Education, <i>Harvard University</i> Language and Literacy
2009	B.A. in Humanities, <i>University of Southern California, Thornton School of Music</i> Emphasis in Jazz Studies

PROFESSIONAL EXPERIENCE

2026 – Present	<i>Teachers College, Columbia University</i> Assistant Professor of Literacy and Education
2026 – Present	<i>Harvard University, Graduate School of Education</i> Faculty Associate, READS Lab
2024 – 2026	<i>Harvard University, Graduate School of Education</i> Postdoctoral Fellow at READS Lab & Center for Education Policy Research
2022 – 2026	<i>Harvard University, Graduate School of Education</i> Lecturer on Education

2019 – 2022	<i>Harvard University, Graduate School of Education</i> Teaching Fellow
2021 – 2022	<i>Harvard University, Graduate School of Education & Galena School District</i> Literacy Consultant to scale literacy practices to a rural district in Alaska serving Alaska Natives
2013 – 2018	<i>Metropolitan Nashville Public Schools</i> First-Grade Teacher
2017 – 2018	<i>Nashville Mayor’s Office & Metropolitan Nashville Public Schools</i> Teacher’s Cabinet
2015 – 2018	<i>Metropolitan Nashville Public Schools</i> Grade-level chair School-turnaround team
2014 – 2018	<i>Metropolitan Nashville Public Schools, Whitsitt Elementary School</i> Mentor Teacher
2011-2013	<i>Metropolitan Nashville Public Schools</i> Substitute Teacher

AWARDS & FELLOWSHIPS

2026	<i>International Literacy Association</i> Outstanding Article Award in <i>Reading Research Quarterly</i> (co-author)
2025	<i>Society for the Scientific Study of Reading</i> Early Career Outstanding Paper Award in <i>Scientific Studies of Reading</i>
2024	<i>Harvard University, Graduate School of Education</i> Ph.D. Marshall
2018	<i>Harvard University</i> Graduate School of Arts and Sciences Prize Fellowship
2018	<i>Metropolitan Nashville Public Schools</i> Blue Ribbon Teacher Award
2017	<i>Metropolitan Nashville Public Schools</i> Whitsitt Elementary School Teacher of the Year
2008	<i>University of Southern California</i> 2x Undergraduate Provost Research Grant on the musicality of Dr. Martin Luther King, Jr.

PEER-REVIEWED JOURNAL ARTICLES

Relyea, J. E., Gilbert, J. B., Burkhauser, M. A., Scherer, E., **Mosher, D. M.**, Wei, Z., Tvedt, J. N., & Kim, J. S. (2025). Effectiveness of Structured Teacher Adaptations to an Online Content Literacy Intervention for Third Graders: A Randomized Controlled Trial During COVID-19. *Reading Research Quarterly*.

<https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/rrq.70048>

Mosher, D. M., & Kim, J. S. (2025). Building a science of teaching reading and vocabulary: Experimental effects of structured supplements for a read aloud lesson on third graders' domain-specific reading comprehension. *Scientific Studies of Reading*, 29(1), 7–31.

<https://doi.org/10.1080/10888438.2024.2368145>

Mosher, D. M., Burkhauser, M. A., & Kim, J. S. (2024). Improving second-grade reading comprehension through a sustained content literacy intervention: A mixed-methods study examining the mediating role of domain-specific vocabulary. *Journal of Educational Psychology*, 116(4), 550–568. <https://doi.org/10.1037/edu0000868>

Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., Scherer, E., Fitzgerald, J., **Mosher, D.**, & McIntyre, J. (2023). A longitudinal randomized trial of a sustained content literacy intervention from first to second grade: Transfer effects on students' reading comprehension. *Journal of Educational Psychology*, 115(1), 73–98.

<https://doi.org/10.1037/edu0000751>

CHAPTERS IN EDITED VOLUMES

Kim J. S., & **Mosher, D.** (2023). Structured adaptations for scaling up evidence-based literacy interventions. In S. Cabell, S. B. Neuman & N. P. Terry (Eds.), *Handbook on the Science of Early Literacy* (pp. 253–268). Guilford.

PEER-REVIEWED JOURNAL ARTICLES UNDER REVIEW

Mosher, D. M., & Kim, J. S. (Under review). A tale of two curricula: Within-teacher variation in academic vocabulary and classroom discourse during first-grade literacy and social studies instruction. *The Elementary School Journal*.

Mosher, D. M. (Under review). Thinking schematically: How structured supplements for a read aloud lesson enable students to form connections across content areas. *The Reading Teacher*.

Burkhauser, M. A., Kim, J. S., **Mosher, D. M.**, Tvedt, J., Grob, L., Gilbert, J., & Scherer, E. (Under review). Empower the few to reach the many: How school-based “teacher innovators” bridge research and practice. *Scientific Studies of Reading*.

WORKING PAPERS

Relyea, J. E., **Mosher, D. M.**, Young, B. (In preparation). Cumulative domain-specific vocabulary as a mechanism of reading comprehension transfer: A serial mediation analysis of the MORE intervention across grades 1 to 3. *Journal of Educational Psychology*.

Mosher, D. M., Scherer, Ethan., Jim, J. S. (in preparation). Randomizing transfer: Examining the moderating effects of vocabulary knowledge and near transfer on mid- and far-transfer reading comprehension outcomes. *Scientific Studies of Reading*.

Mosher, D. M., Kim, J. S. (2025). Measuring Teachers' Knowledge of Teaching Vocabulary. *Annenberg EdWorkingPapers*. <https://edworkingpapers.com/sites/default/files/ai25-1264.pdf>

CONFERENCE PRESENTATIONS

Mosher, D. M. & Kim, J. S. (July 2026). Exploring key mechanisms that promote knowledge transfer on reading comprehension outcomes. *Society for the Scientific Study of Reading*. Rotterdam, The Netherlands.

Mosher, D. M., Kim, J. S., Gilbert, J., Relyea, J. E., Scherer, E., Burkhauser, M. A. (2026). How spiral curriculum can promote impact persistence and cross domain transfer from reading comprehension to math achievement: Results from a longitudinal school randomized trial. *Society for the Scientific Study of Reading*. Rotterdam, The Netherlands.

Mosher, D. M. & Kim, J. S. (July 2025). Variation of teacher language scaffolds in first-grade classrooms and its association with reading comprehension outcomes. *Society for the Scientific Study of Reading*. Calgary, Alberta.

Mosher, D. M. & Kim, J. S. (April 2025). Measuring elementary school teachers' knowledge of teaching vocabulary: A conceptual replication and expansion. *American Education Research Association*. Denver, CO.

Mosher, D. M. & Kim, J. S. (2024). Building a science of teaching reading and vocabulary: Experimental effects of structured supplements for a read aloud lesson on third graders' domain-specific reading comprehension. *American Education Research Association*. Philadelphia, PA.

Mosher, D. M. & Kim, J. S. (2023). Improving elementary school students' reading comprehension through content-rich literacy curriculum: The effect of structured read-aloud supplements on measures of reading comprehension transfer. *Society for Research on Educational Effectiveness*. Arlington, VA.

Mosher, D. M. & Kim, J. S. (2023). The effect of structured read-aloud supplements on measures of comprehension transfer. *Society for the Scientific Study of Reading 30th Annual Conference*. Port Douglas, Australia.

- Mosher, D. M.,** Burkhauser, M. A., Kim, J. S. (2022). The impact of domain-specific vocabulary knowledge on reading comprehension and the various vocabulary practices of teachers. *Society for the Scientific Study of Reading 29th Annual Conference*. Newport Beach, CA.
- Kim, J. S., Burkhauser, M. A., Scherer, Ethan, **Mosher, D. M.,** Gilbert, J. B., Relyea, J. E., Wei, Z. (2022). Effectiveness of structured teacher adaptations to an online science content literacy intervention to improve third-graders' reading comprehension: A randomized controlled trial during the COVID-19 pandemic. *Society for Research on Educational Effectiveness*. Arlington, VA.
- Kim, J. S., Burkhauser, M. A., Scherer, Ethan, **Mosher, D. M.,** Gilbert, J. B., Relyea, J. E., Wei, Z. (2022). Bridging the science of reading research and practice through structured teacher adaptations to an online science content literacy intervention for third-grade students: A classroom-level randomized trial. *Society for the Scientific Study of Reading 29th Annual Conference*. Newport Beach, CA.
- Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., **Mosher, D. M.,** Scherer, E., McIntyre, J. (2021). Transfer effects of an elementary grade content literacy intervention on second graders' science content reading comprehension: A cluster randomized controlled trial. *Society for Research on Educational Effectiveness*. Virtual.
- Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., **Mosher, D. M.,** Scherer, E., McIntyre, J. (2021). Transfer effects of an elementary grade content literacy intervention on second graders' science content reading comprehension: A cluster randomized controlled trial. *Society for Scientific Study of Reading*. Virtual.
- Mosher, D. M. & Kim, J. S.** (2020). Are there Matthew effects for a science and history content literacy intervention on near transfer measures of vocabulary depth. *Society for the Scientific Study of Reading 26th Annual Conference*. (Conference cancelled due to covid-19), Newport Beach, CA.
- Mosher, D. M.,** White, C. E. (2019). Vocabulary for all: A discussion-based vocabulary intervention. Student Research Conference. *Harvard Graduate School of Education*. Cambridge, MA.

INVITED TALKS

- Mosher, D. M.** (2026). A tale of two curriculums: Within-teacher variation of instruction practices across two literacy programs. Colloquium. *Harvard Graduate School of Education*. Cambridge, MA.
- Mosher, D. M.** (2023). Breaking down silos: How building networks of vocabulary knowledge can facilitate schema instantiation and lead to improvements in reading comprehension outcomes. Literacy & Languages Concentration Cohort Seminar. *Harvard Graduate School of Education*. Cambridge, MA.

Mosher, D. M., Kim, J. S. (2023). The effect of structured supplements: Results from a multi-site randomized trial. Colloquium. *Harvard Graduate School of Education*. Cambridge, MA

Mosher, D. M., Kim, J. S. (2022). The Model of Reading Engagement (MORE) intervention: Summary of findings across four years of studies. H811F From Language to Literacy. *Harvard Graduate School of Education*. Cambridge, MA.

Mosher, D. M., Kim, J. S. (2022). Domain-specific vocabulary as a key mechanism in promoting reading comprehension transfer. Colloquium. *Harvard Graduate School of Education*. Cambridge, MA

Mosher, D. M., White, C. E. (2019). Yes they can! A discussion-based approach for building academic language and critical thinking skills among first-grade ELLs (with scale-up to whole school). H870 Bilingual Learners. *Harvard Graduate School of Education*. Cambridge, MA.

White, C. E., & **Mosher, D. M.** (2019). Vocabulary development *Boston University Consortium professional development for Boston area teachers*. Boston University, MA.

Mosher, D. M. (2019). Vocabulary development in elementary school. *Emerson College*. Boston, MA.

Mosher, D. M. (2017). Whitsitt elementary's school-wide academic vocabulary initiative. *Metropolitan Nashville Public Schools Leadership Institute*. Nashville, TN.

UNIVERSITY TEACHING

Assistant Professor of Literacy and Education

HBSK 4074: Development of Reading Comprehension (Fall 2026)

Lecturer on Education

H811J: Adolescent Literacy Development and Instruction (Spring 2026)

EVI101: Evidence (2022 – Present)

Teaching Fellow

H811F: From Language to Literacy (2020, 2021)

T510V: Research Practicum on Digital Professional Learning (2020)

H811H: Reading to Learn: Socialization, Language, and Deep Comprehension (2021)

H811J: Adolescent Literacy Development and Instruction (2021, 2022)

EVI101: Evidence (2021)

EVI101: Evidence course redesign (2024)

RESEARCH FUNDING

Current Funding:

Sponsor: Education Innovation and Research

Project Title: Scaling a National Model of Reading Engagement (MORE) to Improve First to Fourth-Grade Students' Reading Comprehension

Funding Period: 2025-2028

Principal Investigator: James S. Kim

Role and contribution of candidate: As postdoc, co-lead pilot study, professional learning, direct creation of transfer assessments and subsequent psychometric analyses.

Total funding: \$8 million

PROFESSIONAL MEMBERSHIPS

Society for the Scientific Study of Reading, 2022 – Present
Voting member

American Educational Research Association, 2024 – 2026
Division H – Research, Evaluation, and Assessment in Schools
Vocabulary SIG 133

American Psychological Association, 2024 – Present

Society for Research on Educational Effectiveness, 2023 – 2024

PEER REVIEW

Journals

- *Scientific Studies of Reading*
- *Reading and Writing*
- *Child Development*

Conferences

- *Society for Research on Educational Effectiveness*

UNIVERSITY MEMBERSHIPS

Harvard University Native American Program, 2018 – 2024

SERVICE TO THE UNIVERSITY

Contribute to the redesign and launch of the Reading Specialist Master's Program

Search committee for Assistant Professor of Special Education, Teaching & Learning Department, Harvard University, Graduate School of Education

Doctoral student mentor, 2022 – 2024