

Young-Suk Kim, Ed.D.

Email: ykim@fcrr.org | Work: 850-645-8726 March 2011

The Florida Center for Reading and Research, Florida State University
Department of Psychology
1107 W. Call St.
Tallahassee, FL 32306

College of Education, Florida State University
G129 Stone Building, 1114 W. Call St.
Tallahassee, Florida 32306

EMPLOYMENT

Assistant Professor

School of Teacher Education, College of Education, Florida State University
2007 to date

Research Faculty

Florida Center for Reading Research, Florida State University
2007 to date

Predoctoral Interdisciplinary Research Training (PIRT) Program Faculty: U.S. Department of Education's Institute of Education Sciences' Predoctoral Interdisciplinary Research Training Program, Florida Center for Reading Research, Florida State University
2009 to date

EDUCATION

Ed.D. Harvard University, 2007

Language and Literacy & Quantitative Policy Analysis in Education

Ed.M. Harvard University, 2003

Human Development and Culture

M.A. Intercultural Institute of California, 2002

Teaching Korean as a Foreign Language

M.A. San Francisco State University, 1997

Teaching English to Speakers of Other Languages

B.A. KyungPook National University, 1993

English Linguistics and Literature
Minor in Secondary School Teaching
Taegu, South Korea

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FELLOWSHIPS, HONORS, GRANTS, and AWARDS

NICHD Vision Workshop on Cognition

March 14-15, 2011

Washington D.C.

One of the 54 invitees to create the NICHD Scientific Vision for the next decade

Examining effective intervention targets, longitudinal intensity, and scaling factors (\$20,000,000)

Institute of Education Sciences, U.S. Department of Education

Role: Co-Investigator (PI: Lonigan, C., & Connor, C.)

July 1, 2010 – June 30, 2015

Postdoctoral Interdisciplinary Training Program (\$5,000,000)

Institute of Education Sciences, U.S. Department of Education

Role: Project Faculty (PI: Lonigan, C., & Schatschneider, C.)

2010 - 2014

Faculty Research Support Grant (\$14,000)

Florida State University

Tallahassee, Florida

2011

Recipient of National Institute of Health Loan Repayment Program

National Institute of Health

2009 to date

Planning Grant (\$12,000)

Florida State University

Tallahassee, Florida

December, 2008 – November, 2009

First Year Assistant Professor Grant (\$16,000)

Florida State University

Tallahassee, Florida

May-August, 2008

Jeanne S. Chall Doctoral Student Research Award

Harvard Graduate School of Education

Cambridge, Massachusetts

October 25, 2007

Advanced Doctoral Grant (\$12,000)

Harvard Graduate School of Education

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Cambridge, Massachusetts
August 2006 – May 2007

National Science Foundation Dissertation Grant (#0545205) (\$12,000)

Washington DC
January 2006 – May 2007

Spencer Research Training Grant (\$60,000)

Harvard Graduate School of Education
Cambridge, Massachusetts
September 2004 – May 2007

Min Young-Chul Memorial Summer Travel Fellowship (\$3,000)

Korea Institute, Harvard University
Cambridge, Massachusetts; May 2006 – August 2006

Harvard Graduate School of Education Dean's Grant (\$3,000)

Cambridge, Massachusetts
June 2006 – August 2006

Harvard Graduate School of Education Dean's Grant (\$3,000)

Cambridge, Massachusetts
June 2005 – August 2005

Language Minority Project Grant (\$5,000)

University of California, Los Angeles
Los Angeles, California
October 2004 – May 2005

Harvard Graduate School of Education Fellowship

Cambridge, Massachusetts
2002 – 2004

Americorps Teacher Education for the Advancement of a Multicultural Society (TEAMS) Award

San Francisco, California
2002 – 2004

Intercultural Institute of California Scholarship

San Francisco, California
1996 – 2002

Dongil Foundation Scholarship

Daegu, South Korea

1989 – 1993

Model Dissertation Proposal

Harvard Graduate School of Education
Cambridge, Massachusetts
2005

PUBLICATIONS

Peer-refereed Journal Articles

Kim, Y.-S., Al Otaiba, S., Puranik, C., Sidler, J. F., Grulich, L., & Wagner, R. K. (in press). Componential skills of beginning writing: An exploratory study at the end of kindergarten. *Learning and Individual Differences*.

Puranik, C., Lonigan, C., & **Kim, Y.-S.**, (in press). Contributions of emergent reading and writing skills to spelling in preschool children. *Early Childhood Research Quarterly*.

Petscher, Y., & **Kim, Y.-S.** (in press). Efficiency of predicting risk in word reading using fewer, easier letter names: Mokken scale analysis. *Assessment for Effective Intervention*.

Petscher, Y., **Kim, Y.-S.**, & Foorman, B. (in press). The importance of predictive power in early screening assessments: Implications for placement in the RTI framework. *Assessment for Effective Intervention*.

Kim, Y.-S., Wagner, R. K., & Foster, L. (in press). Relations among oral reading fluency, silent reading fluency, and reading comprehension: A latent variable study of first-grade readers. *Scientific Studies of Reading*.

Kim, Y.-S., & Pallante, D. (in press). Predictors of reading skills for Chilean children: A longitudinal study. *Reading and Writing: An Interdisciplinary Journal*.

Kim, Y.-S. (in press) Considering linguistic and orthographic features in early literacy acquisition: Evidence from Korean. *Contemporary Educational Psychology*.

Kim, Y.-S., & Petscher, Y. (in press). Relations of growth trajectories of emergent literacy skills with development of conventional literacy skills in Korean. *Reading and Writing: An Interdisciplinary Journal*

Kim, Y.-S., Kang, J. Y. S., & Pan, B. A. (in press). The relationship of children's spontaneous utterances during joint bookreading to their retellings. *Journal of Early Childhood Literacy*.

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Kim, Y.-S. (2011). Proximal and distal predictors of reading comprehension: Evidence from young Korean readers. *Scientific Studies of Reading, 15*(2), 167-190.

Petscher, Y., & **Kim, Y.-S.** (2011). The utility and accuracy of oral reading fluency score types in predicting reading comprehension. *Journal of School Psychology, 49*, 107-129.

Kim, Y.-S., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter for reading comprehension? *Journal of Educational Psychology, 102*, 652-667.

Kim, Y.-S., Petscher, Y., Foorman, B. & Zhou, C. (2010). The contributions of phonological awareness and letter-name knowledge to letter sound acquisition - A cross-classified multilevel model approach. *Journal of Educational Psychology, 102*, 313-326.

Kim, Y.-S. (2010). Componential skills of spelling in Korean. *Scientific Studies of Reading, 14*, 137-158.

Kim, Y.-S. (2009). The foundation of literacy skills in Korean: The relative contribution of letter-name knowledge and phonological awareness and their interrelationship in Korean. *Reading and Writing: An Interdisciplinary Journal, 22*, 907-931.

Kang, J. Y. S., **Kim, Y.-S.**, & Pan, B. A. (2009). Five-year-olds' book talk and story retelling: Contributions of mother-child joint bookreading. *First Language, 29*, 243-265.

Kim, Y.-S. (2009). Crosslinguistic influence on phonological awareness for Korean-English Bilingual children. *Reading and Writing: An Interdisciplinary Journal, 22*, 843-861.

Katzir, T., Leseaux, N., & **Kim, Y.-S.** (2009). Reading self concept and reading comprehension for middle grade elementary school children. *Reading and Writing: An Interdisciplinary Journal, 22*, 261-276.

Kim, Y.-S. (2009). The relationship between family literacy practices and developmental trajectories of emergent literacy and conventional literacy skills for Korean children. *Reading and Writing: An Interdisciplinary Journal, 22*, 57-85.

Kim, Y.-S. (2008). Cat in a hat or cat in a cap? An investigation of developmental trajectories of phonological awareness for Korean children. *Journal of Research in Reading, 31*, 359-378.

Katzir, T., **Kim, Y.-S.**, Wolf, M., Morris, R., & Lovett, M. (2008). The varieties of pathways to dysfluent reading: Comparing subtypes of children with dyslexia at letter, word and connected-text Reading. *Journal of Learning Disabilities, 41*, 47-66.

Kim, Y.-S. (2007). Phonological awareness and literacy skills in Korean: an examination of the unique role of body-coda units. *Applied Psycholinguistics, 28*, 67-93.

Katzir, T., **Kim, Y.-S.**, Wolf, M., Kennedy, B., Morris, R., & Lovett, M. (2006). How do you spell read? An investigation of the relationship among orthographic recognition and reading related processes in children with and without dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 19, 845-872.

Katzir, T., **Kim, Y.-S.**, Wolf, M., O'Brien, B., Kennedy, B., Lovett, M., & Morris, R. (2006). Reading Fluency: The Whole Is More than the Parts. *Annals of Dyslexia*, 56, 51-82.

Books, Book Chapters, and Reports

Puranik, C. S., Wagner, R. K., **Kim, Y.-S.**, & Lopez, D. (in press). Assessing elementary students' transcription and text generation during written translation: A multivariate approach. In M. Fayol, Alamargot, & V. Berninger (Eds.), *Translation of Thought to Written Text While Composing: Advancing Theory, Knowledge, Methods, and Applications*

Kim, Y.-S., & Snow, C. E. (2009). Text modification: Enhancing ELLs' reading comprehension. In E. H. Hiebert (Ed.), *Finding the Right Texts for Beginning and Struggling Readers: Research-Based Solutions* (pp. 129-148). New York: Guilford Press.

Kim, Y.-S. (2007). Foundations of early literacy acquisition in Korean: Investigating development of phonological awareness, and the role of phonological awareness and letter-name knowledge in literacy acquisition. Unpublished dissertation. Harvard Graduate School of Education.

Koretz, D., & **Kim, Y.-S.** (2007). Changes in the Black-White performance test score gap in the elementary school grades. National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE). CSE Technical Report, UCLA. Available at <http://www.cse.ucla.edu/products/reports/R715.pdf>

Snow, C. E., & **Kim, Y.-S.** (2006). Large problem spaces: The challenge of vocabulary for English language learners. In R. K. Wagner, A. Muse, & K. Tannenbaum, (Eds.) *Vocabulary acquisition and its implications for reading comprehension*. New York: Guilford Press.

Piper, B., Dryden-Peterson, S., & **Kim, Y.-S.** (Eds.) (2006). *International education for the millennium: Toward access, equity, and quality*. Harvard Education Publishing Group: MA.

Jukes, M., Vagh, S., B. **Kim, Y.-S.** (2006). Development of assessments of reading ability and classroom behavior. A report prepared for the World Bank.

Kim, Y.-S. (2005). Onset-rime or body-coda? Phonological awareness and its role in literacy development in Korean. Unpublished Qualifying Paper, Harvard Graduate School of Education.

Kim, Y.-S. (2005). Relationships between home literacy practices and readings skills for language minority and non-language minority children at kindergarten entry and in grade three. National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE). CSE Technical Report, UCLA.

Snow, C. E. & **Kim, Y.-S.** (2003). Syntactic and discourse structures: What should 4th and 5th graders know and be able to do? Briefing paper prepared for the New Standards Committee on 4th and 5th grade literacy, National Center on Education and the Economy and the University of Pittsburgh.

Kim, Y.-S. (2002). *Speak Korean: An interactive approach*. Young-Jin Publishing, Korea.

CONFERENCE PAPERS PRESENTED (All Peer-Reviewed)

Kim, Y.-S., Wagner, R. K., Lopez, D., Foster, L., Ahmed, Y., Kantor, P. T. (July, 2010). Developmental relations among oral reading fluency, silent reading fluency, and reading comprehension: A two-year latent variable longitudinal study. Paper presented at the Society for Scientific Studies of Reading, Berlin, Germany. (International)

Kim, Y.-S., Wagner, R. K., & Foster, L. (March, 2010). Relation of reading fluency with reading comprehension for first-grader readers. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC. (National)

Petscher, Y., **Kim, Y.-S.**, & Foorman, B. R. (February, 2010). The differential contribution of oral reading fluency to the prediction of reading comprehension in grades 3-10. Poster presented at the Pacific Coast Research Conference, San Diego, CA. (National)

Kim, Y.-S., Al Otaiba, S., Puranik, C., & Wagner, R. (February, 2010). Componential skills of early writing. Paper presented at the Pacific Coast Research Conference, San Diego, CA. (National)

Puranik, C., **Kim, Y.-S.**, & Lonigan, C. (February, 2010). Spelling and writing in young children: Issues related to development, identification, and instruction. Paper presented at the Pacific Coast Research Conference, San Diego, CA. (International)

Kim, Y.-S., Foorman, B., & Petscher, Y. (June, 2009). Letter names trumps phonological awareness in learning sounds in the beginning of kindergarten – Paper presented at the *Society for Scientific Studies of Reading* (International)

Petscher, Y., **Kim, Y.-S.**, & Foorman, B., (June, 2009). Are few letters better to predict risk status in kindergarten? – Poster paper presented at the *Society for Scientific Studies of Reading* (International)

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Pallante, D., & **Kim, Y.-S.** (June, 2009). Effect of professional development on student literacy achievement in a Latin American context – Poster paper presented at the *Society for Scientific Studies of Reading* (International)

Kim, Y.-S. (April, 2009). Interplay between word characteristics and cognitive skills in conventional spelling in Korean – Poster paper presented at *the Society for Research in Child Development* (International)

Kim, Y.-S., Kang, J. Y. S., Pan, B. A. (April, 2009). Children’s contribution during joint bookreading is important to their retellings and emergent literacy skills – Poster paper presented at *the Society for Research in Child Development* (International)

Kim, Y.-S., & Petscher, Y. (February, 2009). Joint predictive probabilities of oral reading fluency for reading comprehension – Poster paper presented at *the Pacific Coast Research Conference* (National)

Kim, Y.-S. (December, 2008). Predicting Early Literacy Skills in Korean: The Role of Vocabulary Knowledge and Phonological, & Orthographic Awareness – Paper presented at the *National Reading Conference* (National)

Kim, Y.-S. (December, 2008). Interlingual influence on phonological awareness for bilingual children – Paper presented at the *National Reading Conference* (National)

Kim, Y.-S., Petscher, Y., Schatschneider, C., & Foorman, B. (July, 2008). Does growth in oral reading fluency predict reading comprehension? – Paper presented at *the Society for Scientific Studies of Reading Conference* (International)

Petscher, Y., Schatschneider, C., **Kim, Y.-S.** (July, 2008). A Comparison of Oral Reading Fluency Trajectories Using Equated and Non-Equated Data from DIBELS Oral Reading Fluency – Paper presented at *the Society for Scientific Studies of Reading Conference* (International)

Kim, Y.-S., Vagh, S. B., & Jukes, M. (March, 2008). Relationship between oral reading fluency and reading comprehension in Swahili and English – *Paper presented at the Comparative and International Education Society, 58nd Annual Conference* (International)

Vagh, S. B., **Kim, Y.-S.**, & Jukes, M. (March, 2008). Class size and pedagogy: Which teaching methods are crowded out by free primary education in Kenya? – *Paper presented at the Comparative and International Education Society, 58nd Annual Conference* (International)

Kim, Y.-S. (February, 2008). Bilingual children’s phonological awareness: influence of oral language characteristics and relationship with literacy skills – *Paper presented at the National Association for Bilingual Education Conference* (National)

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Kim, Y.-S. (February, 2008). The nature of phonological awareness for Korean-English bilingual children – *Paper presented at the National Association for Bilingual Education Conference* (National)

Kim, Y.-S. (November , 2007). Does phoneme awareness mediate the relationship between letter-name knowledge and literacy skills in Korean? – Paper to be presented at the *National Reading Conference* (National)

Kim, Y.-S., Katzir, T., & Wolf, M. (April, 2007). Word reading skills mediates the relationship between orthographic processing and reading comprehension for dyslexic children. – *Poster paper presented at the Society for Research in Child Development* (International)

Kim, Y.-S. (April, 2007). Developmental trajectories of phonological awareness for Korean children. – *Poster paper presented at the Society for Research in Child Development* (International)

Katzir, T., Leseaux, N., **Kim, Y.-S.** (April, 2007). Expanding the Simple View of Reading: The Role of Reading Self-Concept and Home Literacy in Fourth Graders' Reading Comprehension. – *Poster paper presented at the Society for Research in Child Development* (International)

Kim, Y.-S. & Kang, J. Y. S. (November 3, 2006). Phonological awareness for Korean-English bilingual children. – *Poster paper presented at the Boston University Conference on Language Development, Boston* (International)

Kim, Y.-S. (July 8, 2006). The contribution of phonological awareness and phonotactic awareness to reading skills in Korean. – *Paper presented at the Society for Scientific Studies of Reading, Vancouver, Canada* (International)

Katzir, T., **Kim, Y.-S.**, Wolf, M., Kennedy, B., Morris, R., Lovett (June, 2006). Naming speed and phonological awareness: same of different deficits in children with dyslexia. – *Paper presented at the Language and Literacy Conference at Tel-Aviv University, Israel.* (International)

Kim, Y.-S. (January 29, 2006). Relationships between home literacy practices for language-minority and non-language minority children at kindergarten entry and grade three. – *Paper presented at the Early Educational Experiences of Language-Minority Children, Sacramento, California; Discussant: Dr. Jamal Abedi* (Local)

Kim, Y.-S. & Katzir, T. (April 15, 2005). Orthographic recognition and reading comprehension skills. – *Presented as Interactive Discussion at the American Educational Research Association, Montreal, Canada* (International)

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Katzir, T., **Kim, Y.-S.**, Wolf, M. (April 9, 2005). The relationship of orthographic pattern recognition to reading fluency. – *Poster presented at the Society for Research in Child Development, Atlanta, Georgia* (International)

Kim, Y.-S., Kang, J. Y. S., Pan, B. A. (April 8, 2005). The relationship between mother–child book reading and child's story retelling and literacy skills in low–income families. – *Poster presented at the Society for Research in Child Development; Atlanta, Georgia* (International)

Kim, Y.-S. (April 13, 2004). Transfer of phonological awareness from Korean to English. – *Presented as Round Table Discussion at the American Educational Research Association, San Diego, California* (International)

Kim, Y.-S. (April 13, 2004). Phonological awareness and reading and in Korean. – *Presented as Round Table Discussion at the American Educational Research Association, San Diego, California* (International)

Kim, Y.-S. (June 27, 2003). Phonological awareness in first language for second language reading skills. – *Paper presented at the Korea Association of Teaching English (KATE), Chungnam National University, Daejun, Korea* (International)

Kim, Y.-S. (February 28, 2003). The role of phonological transfer from L1 to L2 for Korean-English bilinguals. – *Paper presented at the Student Research Conference & International Forum, Harvard Graduate School of Education, Massachusetts* (Regional)

Kim, Y.-S. (July 16, 1998). Understanding different conversational styles in ESL classrooms. – *Paper presented at the American Language Institute, San Francisco State University, California* (Local)

Kim, Y.-S. (April 24, 1998). Culturally speaking and culturally cooperative. – *Paper presented at the CATESOL, Annual Conference, Pasadena, California* (State)

Kim, Y.-S. & Doyle, T. (April 24, 1998). English only in classrooms: Linguicism or good teaching practice? – *Paper presented at the CATESOL, Annual Conference, Pasadena, California* (State)

Kim, Y.-S. (March 19, 1998). Cultural differences of speakers in intercultural conversations. – *Paper presented at the TESOL '98, International TESOL Conference, Seattle, Washington* (International)

Kim, Y.-S. & Doyle, T. (February 27, 1998). The importance of first language in ESL and KFL classes. – *Paper presented at the NABE '98, Bilingual Education Annual Conference, Dallas, Texas* (National)

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Kim, Y.-S. (November 1997). More than linguistic competence. – *Paper presented at the CATESOL, Northern California Regional Conference, San Francisco, California (State)*

Kim, Y.-S. (May 1997). Cultural differences in intercultural communications. – *Paper presented at the TESOL Conference, San Francisco State University, California (Local)*

UNIVERSITY TEACHING

Florida State University
Tallahassee, Florida
2008 to date

- LAE5515: Language and Literacy Assessment
- RED5147: Foundations of Developmental Reading
- RED5109: Development and Assessment of Emergent Reading and Writing

Harvard University, Graduate School of Education (Teaching Fellow)
Cambridge, Massachusetts

- S-011, Understanding Today's Educational Testing
Professor Daniel Koretz
September 2005 – January 2006 (Head Teaching Fellow)
September 2004 – January 2005
- S-061, Methods of Educational Measurement
Professor Daniel Koretz
February 2005 – June 2005
- S-052, Applied Data Analysis
Professor John Willett
September 2004 – January 2005
- S-030, Intermediate Statistics
Professor Suzanne Graham
February 2004 – June 2004
- H-700, From Language to Literacy
Professors Catherine E. Snow & Professor Barbara A. Pan
September 2003 – January 2004

San Francisco State University
San Francisco, California

Young-Suk Kim, Ed.D.

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- ESL intermediate writing class
January 1996 – May 1996

Lecturer

City College of San Francisco, Continuing Education
San Francisco, California

- Taught three levels of Korean language classes
January 1996 – May 2002

Guest Speaker

Harvard University
Cambridge, Massachusetts
November 30, 2006

- Mind, Brain, and Behavior Initiative
Title: Language acquisition: syntactic and phonological perspectives

Harvard Graduate School of Education
Cambridge, Massachusetts
October 23, 2006

- H-700: From language to literacy, Professor Barbara A. Pan
Title: The cat in the hat or the cat in the cap?

Salem State College
Salem, Massachusetts
July 21, 2004

- EDU 876 Section 93 Global perspectives in Cultural Diversities
Title: Intercultural awareness and metapragmatic awareness

University of San Francisco, School of Education
San Francisco, California
October 1997

- Multicultural Perspective in Education
Professor Rosita Galang
Title: Education in Korea

SERVICE

Young-Suk Kim, Ed.D.

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Profession

Editorial Board Member

- *Assessment for Effective Intervention*
2011 to date
- *Journal of Literacy Research*
2009 to date
- *Reading and Writing Quarterly*
2009 to date
- *Harvard Educational Review*
May 2004 – May 2005

Manuscript Editor

- *Harvard Educational Review*
June 2005 – May 2006

Ad Hoc Reviewer for Peer-Review Journals

- *Developmental Psychology* (2008 to date)
- *Journal of Educational Psychology* (2011 to date)
- *Scientific Studies of Reading* (2010 to date)
- *Early Childhood Research Quarterly* (2010 to date)
- *Applied Psycholinguistics* (2007)
- *Assessment for Effective Intervention* (2008 to date)
- *Journal of Research in Reading* (2007 to date)
- *Cognition and Instruction* (2009 to date)
- *Journal of Research on Educational Effectiveness* (2008 to date)
- *Reading and Writing: An Interdisciplinary Journal* (2010 to date)
- *Educational Psychology* (2010 to date)
- *International Journal of Multilingualism* (2010)

Conference proposal reviewer

- American Educational Research Association Review Board: Division C-Learning and Instruction (2007 to date)
- American Educational Research Association Review Board: Vocabulary SIG (2009 to date)
- National Reading Conference (May 2007 to date)
- Society for Research in Child Development (SRCD, 2010 to date)

Member

- Society for Scientific Studies of Reading (2006 to date; voting member since 2010)
- Society for Research on Child Development (2004 to date)
- National Reading Conference (2007 to date)

Young-Suk Kim, Ed.D.

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- Pacific Coast Research Conference (2009 to date)
- Society for Research on Educational Effectiveness (2010 to date)

Florida State University

Faculty Senate Member

- Graduate Program Policy Committee, Florida State University
2010 to date

International Committee Member & Chair

- School of Teacher Education at College of Education, Florida State University
August 2009 to date (chair for 2010 to 2011 academic year)

Doctoral Committee Member

- School of Teacher Education at College of Education, Florida State University
August 2009 to date

Coordinator of Student-Teacher Exchange Program with Korea University

- January 2010 to date

Search Committee

- School of Teacher Education at College of Education, Florida State University
2011
Search committee for two faculty positions in Reading/Language Arts and English Education

Florida Assessment for Instruction in Reading (FAIR) maze task committee

- July – 2010

Florida Assessment for Instruction in Reading (FAIR) item review committee

April 2010

Review of reading comprehension items included in FAIR

Faculty Evaluation Committee Member

- Learning Systems Institute, Florida State University
2009 to 2011

Doctoral & Master's Program Admission Committee

- Reading and Language Arts Program
2007 to date

Doctoral Admission Committee Member

- Harvard Graduate School of Education

Young-Suk Kim, Ed.D.

Email: ykim@fcrr.org | Work: 850-645-8726 March 2011

January to March, 2004

Dissertation Advisor

Florida State University

- Xiaoxiang Su (2010)
- Haiying Li (2010)
- Yi-Chieh Wu (2009 to date)

Dissertation Committee Member

Florida State University

- Kylie Flynn (2011 to date)
- Julia Lee (2011 to date)
- Melissa Luck (February 2010 to date)
- Elizabeth Crowe (July 2007 to December 2008)
- Yaacov Petscher (May 2008 to December 2008)
- Elissa Ardnt (December 2008 to December 2009)
- Jessica Logan (June 2008)
- Lila Rissman (June 2008 – March 2009)

Community

Grant Reviewer

- Florida Department of Education (October, 2007)
- Standard Research Grant program of the Social Sciences and Humanities Research Council of Canada (SSHRC) (2011)
- Research Grant Council of Hong Kong – the Public Policy Research Sub-Panel external reviewer of an application (2011)

Coordinator and Listserv Manager

- Harvard Graduate School of Education
- Student organization called REAL (Reading, Education, And Language)
 - February 2006 – July 2007
 - Organized Language Lunch and Poster Party in which faculty members and students present their research related to children's language and literacy development

Student Representative

- Harvard Korean Graduate Students' Association
2002 – 2004

SSAT Committee Member

- National Evaluation Systems, Inc. (NES) & California Commission on Teacher Credentialing (CCTC)

Young-Suk Kim, Ed.D.

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- February and May 1999
- Evaluated exams for Single Subject Assessments for Teachers (SSAT) in Korean

K-12 TEACHING EXPERIENCE

Second Grade Teacher

Claire Lilienthal Elementary School
San Francisco Unified School District
August 1999 – June 2002

Summer School Teacher

Francisco Scott Key Elementary School - kindergartners
San Francisco Unified School District
June 2001 – July 2001

Sheridan Elementary School – first graders
San Francisco Unified School District
June 2002 – July 2002

Korean Language Teacher

George Washington High School
San Francisco Unified School District
August 1998 – May 1999

Lincoln High School
San Francisco Unified School District
August 1998 – May 1999

ESL Instructor

Intercultural Institute of California
San Francisco, California
September 1998 – May 1999

English Teacher

Sung-II Girls High School
Daegu, Korea
March 1993 – February 1994

CERTIFICATION

California Preliminary Multiple Subject

San Francisco, California

Young-Suk Kim, Ed.D.

Email: ykim@fcrr.org | Work: 850-645-8726 March 2011

December 2000

California Preliminary Single Subject in Korean

San Francisco, California

September 1997

Teaching English as a Second Language

Bureau for Private Post-Secondary and Vocational Education (BPPVE)

1998 – 2002

Single Subject in English as a Foreign Language

Kyung Pook National University

Daegu, Korea

February 1993

OTHER PROFESSIONAL EXPERIENCES

Intern

Children's Hospital Boston

The Learning Disabilities Program (Oral & Written Language)

Supervisors: Dr. Grant Cioffi & Dr. Kristine Strand

September 2006 – May 2007

Consultant

Ohio Education Center

February 2008 to date

- Helped implement a professional development model and design a longitudinal, randomized control study involving 163 kindergartners and 305 first graders in Chile. Also conducted statistical analyses and wrote reports.

Applied Research Consulting

Contact Person: John Harris

October 2006

- Conducted statistical analysis using multilevel model for change to examine the effect of mentoring

American Institute of Research

September 2004

- Conducted literature review and developed descriptions for literacy diagnostic assessment measures for Ohio Department of Education

Director of Certificate Programs

Young-Suk Kim, Ed.D.

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Intercultural Institute of California
San Francisco, California
June 1997 – September 1998

Translation & Interpretation

California Cosmetology & Barbering License Test
July 27, 1998

US Dairy Export Council
May 13–15, 1998

Kia Motors
April 7, 1998

National Commission for the Certification of Acupuncturists
March 1996, 1997, 1998, and 1999

Intercultural Institute of California
Masters of Arts Course Interpreter
October 1997

University of California at San Francisco
Nursing: Ki (energy) and Health Doctoral Dissertation
March 1996 – June 1996