Stanford



Connie Juel

Professor of Education, Emerita

GSE Faculty Affairs

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Connie Juel's research centers on literacy acquisition, especially as it is affected by school instruction. She is noted for both her longitudinal research on reading development, often following children across multiple school years, and her work on interventions to help struggling readers. She was awarded the National Reading Conference's Oscar Causey Award for outstanding contributions to reading research (2002) and was elected to the Reading Hall of Fame by the International Reading Association (2001).

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, GSE Faculty Affairs

ADMINISTRATIVE APPOINTMENTS

- Professor of Education, Stanford Graduate School of Education, (2003- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Faculty Director, Haas Center for Public Service: Ravenswood Reads (2019 - present)
- Teacher, Elementary School, Redwood City, California (1970 - 1973)
- Assistant Professor, Educational Psychology, University of Idaho (1977 - 1978)
- Assistant Professor to Professor, Joint Appointment in Curriculum and Instruction and Educational Psychology, University of Texas at Austin (1978 - 1991)
- Thomas G. Jewell Eminent Scholar Professor of Education, University of Virginia (1991 - 1999)
- Director, Jeanne Chall Reading Lab, Harvard Graduate School of Education (1999 - 2003)
- Professor, Harvard Graduate School of Education, Human Development and Psychology, Language and Literacy (1999 - 2003)

PROFESSIONAL EDUCATION

- PhD, Stanford University , Educational Psychology
- MA, Stanford University , Curriculum and Instruction
- California teaching credential, College of Notre Dame
- BA, Stanford University , Spanish

Research & Scholarship

RESEARCH INTERESTS

- Child and Adolescent Development
- Curriculum Studies & Design
- Language & Literacy
- Teacher Learning

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Poor Reading in Preterms: Neural Basis, Prediction, & Response to Intervention (with Heidi Feldman & Michal Ben Shachar). Five-year grant funded by NICHD, 2012-2017.

Effects of early elementary school instruction, and specific interventions, on literacy and language growth.

Longitudinal study of literacy development from preschool through first grade. Focus on classroom factors in 13 kindergarten and 13 first grade classrooms that affect growth across the years in children with different entering skill and language profiles.

Publications

PUBLICATIONS

- **Taking a long view of reading development** *Bringing reading research to life*
  Juel, C.
  2010: 11-32
- **Reading through a disciplinary lens** *Reading to Learn*
  Juel, C., Hebard, H., Haubner, J., Moran, M.
  2010
- **Book buddies: A tutoring framework for struggling readers**
  Invernizzi, M., Juel, C., Lewis-Wagner, D.
  Guilford Press.2009
- **The impact of early school experiences on initial reading** *Handbook of early literacy research*
  Juel, C.
  2006; 2: 410-426
- **Teaching children to read: What do we know about how to do it?** *The science of reading: A handbook*
  Snow, C. E., Juel, C.
  2005: 501-520
- **Making Words Stick.** *Educational Leadership*
  Juel, C., Deffes, R.
  2004; 61 (6): 30
- **A multivariate model of early reading acquisition** *Applied Psycholinguistics*
  Konold, T. R., Juel, C., McKinnon, M., Deffes, R.
  2003; 24 (1): 89-112
- **Walking with Rosie: A Cautionary Tale of Early Reading Instruction.** *Educational Leadership*
  Juel, C., Biancarosa, G., Coker, D., Deffes, R.
  2003; 60 (7): 12-18

- **Learning to read words: Linguistic units and instructional strategies** *Reading research quarterly*
  Juel, C., Minden#Cupp, C.
  2000; 35 (4): 458-492
- **Teaching Reading in the 21st Century.**
  Graves, M. F., Juel, C., Graves, B. B.
  ERIC.1998