Stanford

Je Chun An

Postdoctoral Scholar, Education

Bio

BIO

Jechun An is a postdoctoral scholar at Stanford University. Dr. An began his education career as a tenured elementary teacher in a rural area of Korea. After that, He worked as a secondary school principal qualification program coordinator at the National Academy for Educational Administrators at Seoul National University in Korea. Until 2024, He was a lab manager of a federally funded project (The Early Writing Project) to provide professional development for elementary teachers who have students with difficulties in writing. He served as a Post-Doctoral Associate at the Department of Educational Psychology, University of Minnesota, Twin-Cities (2024-2026). His major role was managing the data for two federally funded (Institute of Education Sciences; IES) projects that entail large-scale efficacy trials of educational technology focusing on literacy and mathematics.

Dr. An's research focuses on integrating literacy assessment into data-informed instructional systems to support teachers working with students who experience significant difficulties in literacy (reading and writing) and language. Ultimately, Dr. An's research goal is to develop equitable and instructionally useful approaches that improve literacy outcomes for diverse learners. He is currently involved in projects related to AI-supported coaching model development in Language to Literacy Research Lab (https://langlitlab.stanford.edu/) and computer-adaptive assessment of language and literacy skills (https://roar.stanford.edu/).

HONORS AND AWARDS

- APA Division 15 Early Career Research Grant, American Psychological Association (2026)
- Lynn S. Fuchs Early Career Publication Award, Council for Exceptional Children Division for Research (CEC-DR) (2026)
- Semi-Finalist, NAEd/Spencer Postdoctoral Fellowship (2026)
- Outstanding Researcher Award, Council for Learning Disabilities (CLD) (2025)

PROFESSIONAL EDUCATION

- Doctor of Philosophy, University of Minnesota Twin Cities (2024)
- Master of Arts, Seoul National University (2020)

STANFORD ADVISORS

- Rebecca Silverman, Postdoctoral Faculty Sponsor

LINKS

- Jechun An's website: https://jechunan.github.io

Research & Scholarship

RESEARCH INTERESTS

- Achievement
- Assessment, Testing and Measurement
- Elementary Education
- Learning Differences
- Literacy and Language
- Special Education
- Teachers and Teaching

LAB AFFILIATIONS

- Jason Yeatman, ROAR (Rapid Online Assessment of Reading) (7/1/2026)
- Rebecca Silverman, The Language to Literacy Research Lab (7/1/2026)

Publications

PUBLICATIONS

- **Evaluating Alternative Item Response Theory Approaches Accounting for Not-Reached Items in Word Dictation Responses of Students With Significant Writing Difficulties** *LEARNING DISABILITY QUARTERLY*
  An, J., Kim, N., McMaster, K. L.
  2026
- **Instructional Decision-Making for Students With Intensive Early Writing Needs: Student Growth in Sentence-Level Curriculum-Based Measurement** *JOURNAL OF LEARNING DISABILITIES*
  Choi, S., McMaster, K. L., Shanahan, E., An, J., Kohli, N.
  2026: 222194261450144
- **Understanding individual and media differences in kindergarteners' video-based inference-making** *LEARNING AND INDIVIDUAL DIFFERENCES*
  Choi, S., Mcmaster, K. L., Hwang, H., Kim, N., Reno, E. A., Fulsher, A., An, J., Guha, M., Slater, S., Mergen, R., Pizzigallo, E., Kendeou, P.
  2026; 128
- **Measurement of Fidelity in Coaching-Based Professional Development: A Scoping Review** *JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION*
  An, J., Mcmaster, K.
  2026
- **Examining Measures and Methods for Determining Students' Responsiveness to Data-Based Early Writing Instruction** *SCIENTIFIC STUDIES OF READING*
  An, J., McMaster, K., Choi, S., Bell, L., Guha, M., Shanahan, E., Lembke, E.
  2026; 30 (3): 277-302
- **Exploring latent writing profiles and their connection to intervention responsiveness** *LEARNING AND INDIVIDUAL DIFFERENCES*
  Choi, S., Reno, E. A., An, J., Shanahan, E., Lembke, E., McMaster, K. L.
  2025; 124
- **Optimizing Assessment Thresholds of a Computer Gaming Intervention for Students with or at Risk for Mathematics Learning Disabilities: Accuracy and Response Time Trade-Offs** *EDUCATION SCIENCES*
  Choo, S., An, J., Nelson, N., Kosty, D.
  2025; 15 (12)
- **Supporting Teachers' Data-Based Individualization of Early Writing Instruction: An Efficacy Trial.** *Journal of learning disabilities*

McMaster, K. L., Lembke, E. S., Shanahan, E., Choi, S., An, J., Schatschneider, C., Duesenberg-Marshall, M. D., Birinci, S., McCollom, E., Garman, C., Moore, K.
2025; 58 (4): 287-303

- **Exploring Predictors of Teachers' Sustained Use of Data-Based Instruction.** *Journal of learning disabilities*
An, J., Shanahan, E., Choi, S., McMaster, K. L.
2025; 58 (1): 19-32

- **Ongoing Teacher Support for Data-Based Individualization: A Meta-Analysis and Synthesis.** *Journal of learning disabilities*
Shanahan, E., Choi, S., An, J., Casey-Wilke, B., Birinci, S., Roberts, C., Reno, E.
2025; 58 (1): 3-18

- **Dynamic Assessment to Assess Mathematical Problem Solving of Students with Disabilities** *EDUCATION SCIENCES*
Choo, S., Mergen, R., An, J., Li, H., Liu, X., Odima, M., Gassaway, L. J.
2025; 15 (4)

- **Implementation Drivers of Data-Based Instruction for Students With Intensive Learning Needs: A Systematic Review.** *Journal of learning disabilities*
Choi, S., Shanahan, E., Casey-Wilke, B., An, J., Johnson, L.
2024; 57 (5): 291-302

- **Data based individualization in early writing: the importance and measurement of implementation fidelity** *FRONTIERS IN EDUCATION*
Lembke, E. S., McMaster, K. L., Duesenberg-Marshall, M. D., McCollom, E., Choi, S., Shanahan, E., An, J., Sussman-Dawson, K., Birinci, S.
2024; 9

- **Effects of interventions using graphic organizer in Korea: a meta-analysis** *ASIA PACIFIC EDUCATION REVIEW*
An, J., Kim, D.
2024; 25 (5): 1433-1449

- **Peer relationship instructions in inclusive educational settings in Korea: a meta-analysis** *ASIA PACIFIC EDUCATION REVIEW*
An, J., Choi, S., Lim, J.
2025; 26 (2): 429-443

- **Longitudinal Effects of Data-Based Instructional Changes for Students With Intensive Learning Needs: A Piecewise Linear-Linear Mixed-Effects Modeling Approach** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
Choi, S., McMaster, K. L., Kohli, N., Shanahan, E., Birinci, S., An, J., Duesenberg-Marshall, M., Lembke, E. S.
2024; 116 (4): 608-628

- **Effects of writing instruction on the reading outcomes of students with literacy difficulties in pre-kindergarten to fifth grade: a meta-analysis** *READING AND WRITING*
Shanahan, E., Reno, E., Chandler, B. W., Novelli, C., An, J., Choi, S., Mcmaster, K. L.
2025; 38 (3): 627-650

- **Monitoring Elementary Students' Progress Using Word Dictation: Technical Features of Slope and Growth Analysis** *ASSESSMENT FOR EFFECTIVE INTERVENTION*
Choi, S., Shanahan, E., An, J., McMaster, K.
2023; 48 (4): 201-210

- **The quality and effectiveness of Social-Emotional Learning (SEL) intervention studies in Korea: A meta-analysis.** *PloS one*
Kim, D., Lim, J. H., An, J.
2022; 17 (6): e0269996