



National Center for Education Research

Publication Handbook

**Publications from funded
education research grants
FY 2002 to FY 2013**

Since its inception in 2002, the National Center for Education Research (NCER) in the Institute of Education Sciences (IES) has funded over 700 education research grants and over 60 education training grants. The research grants have supported exploratory research to build theory or generate hypotheses on factors that may affect educational outcomes, development and innovation research to create or refine academic interventions, evaluation studies to test the efficacy and effectiveness of interventions, and measurement work to help develop more accurate and valid assessments, and the training grants have helped prepare the next generation of education researchers. NCER's education research grantees have focused on the needs of a wide range of students, from pre-kindergarten through postsecondary and adult education, and have tackled a variety of topic areas. The portfolio of research includes cognition, social and behavioral research, math, science, reading, writing, school systems and policies, teacher quality, statistical and research methods, just to name a few.

Each year, our grantees are contributing to the wealth of knowledge across disciplines. What follows is a listing of the publications that these grants have contributed along with a full listing of all the projects funded through NCER's education research grant programs from 2002 to 2013. The publications are presented according to the topic area and arranged by the year that the grant was awarded. Where applicable, we have noted related grant projects and project websites and have provided links to publications that are listed in the IES ERIC database. For grants that do not yet have associated publications in press or published, we include the word *Publications* as a placeholder to denote where future publications will occur during updates to this document.

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COGNITION AND STUDENT LEARNING 2002

R305H020031

[The Influence of Students' Intelligence Beliefs On Attention, Information Processing, and Learning: A Neurophysiological Analysis](#)

Columbia University

Mangels, Jennifer

Carol S. Dweck (Stanford University)

Publications:

Mangels, J.A., Butterfield, B., Lamb, J., Good, C.D., and Dweck, C.S. (2006). Why Do Beliefs About Intelligence Influence Learning Success? A Social Cognitive Neuroscience Model. *Social Cognitive and Affective Neuroscience (SCAN)*, 1(2): 75–86.

R305H020035

[Longitudinal Impact of Community Violence](#)

Wayne State University

Delaney-Black, Virginia

Publications:

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R305H020039

[Improving Students' Comprehension and Construction of Arguments](#)

Northern Illinois University

Britt, Anne

Related IES Projects: [Creating a Usable Environment to Teach Argument Comprehension and Production Skills](#) (R305H050133)

Publications:

Britt, M.A., and Gabrys, G. (2004). Collecting Responses through Web Page Drag and Drop. *Behavior Research Methods, Instruments, and Computers*, 36(1): 52–68.

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R305H020055

Age-Related Changes In Word Problem Solving and Working Memory

University Of California, Riverside

Swanson, H. Lee

Related IES Projects: [Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities](#) (R324A090002)

Publications:

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R305H020060

[Using Cognitive Analyses to Improve Children's Math and Science Learning](#)

Carnegie Mellon University

Siegler, Robert

Project Website: <http://www.psy.cmu.edu/~siegler/publications-all.html>

Related IES Projects: [Improving Children's Pure Numerical Estimation](#) (R305H050035) and [Improving Children's Numerical Understanding](#) (R305A080013)

Publications:

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R305H020061

[Optimizing Resistance to Forgetting](#)

University of California, San Diego

Pashler, Harold E.

Related IES Projects: [Optimizing Resistance to Forgetting](#) (R305H040108) and [Harnessing Retrieval Practice to Enhance Learning in Diverse Domains](#) (R305B070537)

Publications:

Cepeda, N., Coburn, N., Rohrer, D., Wixted, J., Mozer, M., and Pashler, H. (2009). [Optimizing Distributed Practice: Theoretical Analysis and Practical Implications](#). *Experimental Psychology*, 56(4): 236–246.

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R305H020088

Learning From Symbolic Objects

Northwestern University

Uttal, David

Related IES Projects: [Understanding and Facilitating Symbolic Learning](#) (R305H050059)

Publications:

McNeil, N., Uttal, D.H., Jarvin, L., and Sternberg, R.J. (2009). [Should You Show Me The Money? Concrete Objects Both Hurt and Help Performance On Mathematics Problems](#). *Learning and Instruction*, 19: 171–184.

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Uttal, D.H., Gentner, D., Liu, L.L., and Lewis, A. R. (2008). Developmental Changes In Children's Understanding Of The Similarity Between Photographs and Their Referents. *Developmental Science*, 11(1): 156-170.

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R305H020113

Introducing Desirable Difficulties for Educational Applications in Science

University of California, Los Angeles

Bjork, Robert

Marcia Linn (University of California, Berkeley)

Publications:

Bjork, R.A., and Bjork, E.L. (2006). Optimizing Treatment and Instruction: Implications of a New Theory of Disuse. In L-G. Nilsson and N. Ohta (Eds.), *Memory and Society: Psychological Perspectives* (pp. 109–133). Psychology Press: Hove and New York.

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R305H030016

[The Neural Markers of Effective Learning](#)

Carnegie Mellon University

Anderson, John

Related IES Projects: [A Theory-Driven Search for the Optimal Conditions of Instructional Guidance in Algebra Tutor](#) (R305A100109)

Publications:

Anderson, J.R. (2007). *How Can the Human Mind Occur in the Physical Universe?* New York, NY: Oxford University Press.

Anderson, J.R., Anderson, J.F., Ferris, J.L., Fincham, J.M., and Jung, K.J. (2009). Lateral Inferior Prefrontal Cortex and Interior Cingulate Cortex are Engaged at Different Stages in the Solution of Insight Problems. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 106 (26): 10799–10804.

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R305H030031

[Increasing Learning By Promoting Early Abstract Thought](#)

George Mason University

Pasnak, Robert

Related IES Projects: [An Economical Improvement In Literacy and Numeracy](#) (R305B070542) and [Focusing on the Efficacy of Teaching Advanced Forms of Patterning on First Graders' Improvements in Reading, Mathematics, and Reasoning Ability](#) (R305A090353)

Publications:

- Greene, M. R., Pasnak, R., and Romero, S. (2009). [A Time Lag Analysis of Temporal Relations between Motivation, Academic Achievement, and Two Cognitive Abilities](#). *Early Education and Development*, 20: 799–825.
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R305H030141

A Multidisciplinary Study of Analogical Transfer in Children's Mathematical Learning

University of California, Los Angeles
Holyoak, Keith

Publications:

- Holyoak, K.J. (2005). Analogy. In K.J. Holyoak, R.G. Morrison (Eds.), *The Cambridge Handbook Of Thinking and Reasoning* (p. 117-142). New York, NY US: Cambridge University Press.
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R305H030170

[Improving Monitoring Accuracy Improves Learning From Text](#)

University of Illinois at Chicago

Wiley, Jennifer

Keith Thiede (Boise State University)

Related IES Projects: [Improving Metacomprehension and Self-Regulated Learning From Scientific Texts](#) (R305B070460)

Publications:

Dunlosky, J., and Thiede, K.W. (2004). Causes and Constraints of the Shift-To-Easier-Materials Effect in the Control of Study. *Memory and Cognition*, 32: 779–788.

Dunlosky, J., Hertzog, C., Kennedy, M., and Thiede, K. (2005). The Self-Monitoring Approach for Effective Learning. *Cognitive Technology*, 10: 4–11.

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R305H030175

Study Enhancement Based on Principles of Cognitive Science

Columbia University

Metcalfe, Janet

Project Website: <http://www.columbia.edu/cu/psychology/metcalfe/jm.html>

Related IES Projects: [The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes](#) (R305H060161)

Publications:

Metcalfe, J. (2006). Principles of Cognitive Science in Education. *APS Observer*, 19: 27.

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R305H030229

[From Cognitive Models of Reasoning to Lesson Plans for Inquiry](#)

Carnegie Mellon University

Klahr, David

Related IES Projects: [Training in Experimental Design: Developing Scalable and Adaptive Computer-based Science Instruction](#) (R305H060034) and [Promoting Transfer of the Control of Variables Strategy in Elementary and Middle School Children via Contextual Framing and Abstraction](#) (R305A100404)

Publications:

Klahr, D., and Li, J. (2005). Cognitive Research and Elementary Science Instruction: From the Laboratory, to the Classroom, and Back. *Journal of Science Education and Technology*, 14 (2): 217–238.

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R305H030235

[Lapses In Meta-Cognition During Reading: Understanding Comprehension Failure](#)

University of Pittsburgh

Reichle, Erik

Jonathan Schooler

Related IES Projects: [Mind-Wandering During Reading](#) (R305A110277)

Publications:

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R305H030266

[Training Indexing To Enhance Meaning Extraction In Young Readers](#)

University of Wisconsin, Madison

Glenberg, Arthur

Publications:

Brown, M.C., McNeil, N.M., and Glenberg, A.M. (2009). Using Concreteness In Education: Real Problems, Potential Solutions. *Child Development Perspectives*, 3(3): 160-164.

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R305H030282

[Understanding Students’ Mathematical Competencies: An Exploration of the Impact of Contextualizing Mathematical Problems](#)

Yale University
Sternberg, Robert

Grant Transferred to: Tufts University

Publications:

McNeil, N., Uttal, D.H., Jarvin, L., and Sternberg, R.J. (2009). [Should You Show Me the Money? Concrete Objects Both Hurt and Help Performance on Mathematics Problems](#). *Learning and Instruction*, 19: 171–184.

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R305H030283

[Computer-Assisted Instruction For Learning and Long-Term Retention Based On Recent Cognitive and Metacognitive Findings](#)

University of Maryland, College Park
Wallsten, Thomas

Publications:

Jang, Y., and Nelson, T.O. (2005). [How Many Dimensions Underlie Judgments of Learning and Recall? Evidence from State-Trace Methodology](#). *Journal of Experimental Psychology: General*, 134: 308–326.

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R305H030339

[Test-Enhanced Learning](#)

Washington University, St. Louis

Roediger III, Henry

Project Website: <http://www.psych.wustl.edu/memory/>

Related IES Projects: [Test-Enhanced Learning in the Classroom](#) (R305H060080) and [Developing a Manual for Test-Enhanced Learning in the Classroom](#) (R305A110550)

Publications:

Agarwal, P.K., Karpicke, J.D., Kang, S.H.K., Roediger, H.L., and McDermott, K.B. (2008). Examining the Testing Effect with Open- and Closed-Book Tests. *Applied Cognitive Psychology*, 22 (7): 861–876.

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2004

R305H040013

[Child Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction](#)

Florida State University

Connor, Carol

Frederick Morrison (University of Michigan)

Project Website: <http://isi.fcrr.net>

Related IES Projects: [Child-Instruction Interactions in Reading: Examining Causal Effects of Individualized Instruction in Second and Third Grade](#) (R305B070074) and [Making Individualized Literacy Instruction Available to All Teachers: Adapting the Assessment to Instruction \(A2i\) Software for Multiple Real-World Contexts](#) (R305A130517)

Publications:

- Cameron, C.E., Connor, C.M., Morrison, F.J., and Jewkes, A.M. (2008). [Effects of Classroom Organization on Letter-Word Reading in First Grade](#). *Journal of School Psychology, 46*: 173–192.
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- Terry, N., Connor, C., Thomas-Tate, S., and Love, M. (2010). [Examining Relationships among Dialect Variation, Literacy Skills, and School Context in First Grade](#). *Journal of Speech, Language and Hearing Research, 53*(1), 126–145.

R305H040032

[Advancing the Math Skills of Low-Achieving Adolescents in Technology-Rich Learning Environments](#)

University of Wisconsin, Madison
Bottge, Brian

Related IES Projects: [Evaluating the Efficacy of Enhanced Anchored Instruction for Middle School Students with Learning Disabilities in Math](#) (R324A090179)

Publications:

- Bottge, B.A., Rueda, E., Grant, T.S., Stephens, A.C., and LaRoque, P.T. (2010). [Anchoring Problem-Solving and Computation Instruction in Context-Rich Learning Environments](#). *Exceptional Children, 76*(4): 417–437.
- Bottge, B.A., Rueda, E., Kwon, J.M., Grant, T., and LaRoque, P. (2009). [Assessing and Tracking Students' Problem Solving Performances in Anchored Learning Environments](#). *Educational Technology Research and Development, 57*(4): 529–552.
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R305H040099

[Bridging the Gap: Applying Algebra Cognition Research to Develop and Validate Diagnostic Classroom Algebra Testlet](#)

Boston College

Russell, Michael

Joan Lucariello (CUNY Central)

Project Website:

<http://www.bc.edu/research/intasc/studies/DiagnosticAlgebra/description.shtml>

Related IES Projects: [The Diagnostic Geometry Assessment Project](#) (R305A080231)

Publications:

Russell, M., O'Dwyer, L.M., and Miranda, H. (2009). Diagnosing Students' Misconceptions in Algebra: Results from an Experimental Pilot Study. *Behavior Research Methods*, 41 (2): 414–424.

R305H040108

[Optimizing Resistance to Forgetting](#)

University of California, San Diego

Pashler, Harold E.

Project Website: <http://www.pashler.com/>

Related IES Projects: [Optimizing Resistance to Forgetting](#) (R305H020061) and [Harnessing Retrieval Practice to Enhance Learning in Diverse Domains](#) (R305B070537)

Publications:

Carpenter, S., and Pashler, H. (2007). [Testing Beyond Words: Using Tests to Enhance Visuospatial Map Learning](#). *Psychonomic Bulletin and Review*, 14: 474–478.

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- Rohrer, D., and Taylor, K. (2006). [The Effects of Overlearning and Distributed Practice on the Retention of Mathematics Knowledge](#). *Applied Cognitive Psychology*, *20*(9): 1209–1224.
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2005

R305H050004

[Improving the Assessment Capability of Standardized Tests: How High-Stakes Testing Environments Compromise Performance](#)

University of Chicago

Beilock, Sian

Publications:

Beilock, S.L. (2008). Math Performance in Stressful Situations. *Current Directions in Psychological Science*, 17(5): 339–343.

Beilock, S.L. (2007). Choking Under Pressure. In R. Baumeister and K. Vohs (Eds.), *Encyclopedia of Social Psychology*. Los Angeles, CA: Sage Publications.

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R305H050035

[Improving Children's Pure Numerical Estimation](#)

Carnegie Mellon University

Siegler, Robert

Project Website: <http://www.psy.cmu.edu/~siegler/publications-all.html>

Related IES Projects: [Using Cognitive Analyses to Improve Children's Math and Science Learning](#) (R305H020060) and [Improving Children's Numerical Understanding](#) (R305A080013)

Publications:

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R305H050036

[A Randomized Trial of Two Promising Interventions for Students with Attention Problems](#)

Duke University
Rabiner, David

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R305H050038

[Supporting Efficient and Durable Student Learning](#)

Kent State University
Dunlosky, John

Related IES Projects: [Developing the Retrieval-Monitoring-Feedback \(RMF\) Method for Improving the Durability and Efficiency of Student Learning](#) (R305A080316)

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R305H050052

[Dynamically Modifying the Learning Trajectories of Novices with Pedagogical Agents](#)

University of Southern California

Beal, Carole

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R305H050059

Understanding and Facilitating Symbolic Learning

Northwestern University

Uttal, David

Judy DeLoache (University of Virginia)

Related IES Projects: [Learning From Symbolic Objects](#) (R305H020088)

Publications:

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R305H050062

[Guided Cognition for Unsupervised Learning](#)

Fordham University

Whitten, William

Mitchell Rabinowitz

Related IES Projects: [Guided Cognition for Unsupervised Learning of Mathematics](#) (R305A080134)

Publications:

R305H050116

[Grounded and Transferable Knowledge of Complex Systems Using Computer Simulations](#)

Indiana University

Goldstone, Robert

Linda Smith

Publications:

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R305H050125

Scientific Misconceptions: From Cognitive Underpinning to Educational Treatment

Ohio State University

Heckler, Andrew

Publications:

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R305H050133

[Creating a Usable Environment to Teach Argument Comprehension and Production Skills](#)

Northern Illinois University

Britt, Anne

Related IES Projects: [Improving Students' Comprehension and Construction of Arguments](#)
(R305H020039)

Publications:

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R305H050169

[An Implementation of Vicarious Learning with Deep-Level Reasoning Questions in Middle School and High School Classrooms](#)

University of Memphis

Gholson, Barry

Related IES Project: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)
(R305C120001)

Publications:

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R305H050179

[Using Contrasting Examples to Support Procedural Flexibility and Conceptual Understanding in Mathematics](#)

President and Fellows of Harvard College, Graduate School of Education

Star, Jon

Bethany Rittle-Johnson (Vanderbilt University)

Publications:

Durkin, K., and Rittle-Johnson, B. (2012). The Effectiveness of Using Incorrect Examples to Support Learning About Decimal Magnitude. *Learning and Instruction*, 22(3): 206-214.

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R305H060018

[Enhancing Self-Reflection and Mathematics Achievement of At-Risk Students at an Urban Technical College: A Self-Regulated Learning Intervention](#)

City University of New York (CUNY) Graduate Center

Zimmerman, Barry

Publications:

- Zimmerman, B.J., Moylan, A., Hudesman, J., White, N., and Flugman, B. (2011). Enhancing Self-Reflection and Mathematics Achievement Of At-Risk Urban Technical College Students. *Psychological Test and Assessment Modeling*, 53(1): 141-160.

R305H060034

[Training in Experimental Design: Developing Scalable and Adaptive Computer-based Science Instruction](#)

Carnegie Mellon University
Klahr, David

Related IES Projects: [From Cognitive Models of Reasoning to Lesson Plans for Inquiry](#) (R305H030229) and [Promoting Transfer of the Control of Variables Strategy in Elementary and Middle School Children via Contextual Framing and Abstraction](#) (R305A100404)

Publications:

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R305H060042

[Attention, Memory, and Executive Functions in Written Language Expression in Elementary School Children](#)

University of North Carolina, Chapel Hill
Hooper, Stephen

Publications:

Hooper, S.R., Roberts, J.E., Nelson, L., Zeisel, S., and Kasambira, D. (2010). [Preschool Predictors of Narrative Writing Skills in Elementary School Children](#). *School Psychology Quarterly*, 25: 1–12.

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R305H060070

Integrating Conceptual Foundations in Mathematics through the Application of Principles of Perceptual Learning

University of California, Los Angeles
Kellman, Philip

Related IES Projects: [Perceptual Learning Technology in Mathematics Education: Efficacy and Replication](#) (R305A120288) and [Perceptual and Adaptive Learning Technologies: Developing Products to Improve Algebra Learning](#)

Publications:

Kellman, P.J., and Garrigan, P.B. (2009). Perceptual Learning and Human Expertise. *Physics of Life Reviews*, 6(2): 53–84.

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R305H060073

Making Meaning: Morphological Processing and Its Contribution to Adolescent and Pre-Adolescent Literacy

University of Washington
McCutchen, Deborah

Publications:

McCutchen, D. (2012). Phonological, Orthographic, and Morphological Word-Level Skills Supporting Multiple Levels Of The Writing Process. In V. Berninger (Ed.), *Past, Present, and Future Contributions Of Cognitive Writing Research To Cognitive Psychology* (pp. 197-216). New York, NY US: Psychology Press.

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R305H060080

Test-Enhanced Learning in the Classroom

Washington University, St. Louis
Roediger III, Henry

Related IES Projects: [Test-Enhanced Learning](#) (R305H030339) and [Developing a Manual for Test-Enhanced Learning in the Classroom](#) (R305A110550)

Publications:

Agarwal, P.K., Bain, P.M., and Chamberlain, R.W. (2012). The Value Of Applied Research: Retrieval Practice Improves Classroom Learning and Recommendations From A Teacher, A Principal, and A Scientist. *Educational Psychology Review*, 24(3): 437-448.

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R305H060089

[A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms](#)

Vanderbilt University

Biswas, Gautam

Related IES Projects: [SimSelf: A Simulation Environment Designed to Model and Scaffold Learners' Self-Regulation Skills to Optimize Complex Science Learning](#) (R305A120186)

Publications:

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R305H060097

[Does Visual Scaffolding Facilitate Students' Mathematics Learning? Evidence From Early Algebra](#)

University of Wisconsin, Madison
Alibali, Martha

Related IES Projects: [Connecting Mathematical Ideas through Animated Multimodal Instruction](#) (R305A130016)

Publications:

Alibali, M.W., and Nathan, M.J. (2009). Teachers' Gestures as a Means of Scaffolding Students' Understanding: Evidence from an Early Algebra Lesson. In R. Goldman, R. Pea, B. Barron, and S. J. Derry (Eds.), *Video Research in the Learning Sciences* (pp 349–365). Mahwah, NJ: Erlbaum.

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R305H060150

Teaching the Logic of the Scientific Method in the Fourth Grade

University of Kentucky
Lorch, Elizabeth

Publications:

Lorch, R.F., Jr., Lorch, E.P., Calderhead, W.J., Dunlap, E.E., Hodell, E.C., and Freer, B.D. (2010). [Learning the Control of Variables Strategy in Higher and Lower Achieving Classrooms: Contributions of Explicit Instruction and Experimentation.](#) *Journal of Educational Psychology*, 102(1): 90–101.

R305H060161

The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes

Columbia University
Metcalf, Janet
Lisa Son (Barnard College)

Related IES Projects: [Study Enhancement Based on Principles of Cognitive Science](#)
(R305H030175)

Publications:

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R305B070018

[Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance](#)

University of Oregon

Neville, Helen

Related IES Projects: [Longitudinal Follow-up of Successful Parent/Child Intervention in Preschool Children At Risk for School Failure](#) (R305A110397) and [Training Attention in At-risk Preschoolers: Expansion of our Successful Program to a Wider Population within Head Start](#) (R305A110398)

Publications:

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R305B070085

[Conceptual Analysis and Student Learning in Physics](#)

University of Illinois

Ross, Brian

Publications:

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R305B070297

[Arithmetic Practice that Promotes Conceptual Understanding and Computational](#)

University of Notre Dame

McNeil, Nicole

Related IES Projects: [Improving Children's Understanding of Mathematical Equivalence](#) (R305A110198)

Publications:

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R305B07034

[Acquiring Research Investigative and Evaluative Skills \(ARIES\) for Scientific Inquiry](#)

Northern Illinois University

Millis, Keith

Related IES Project: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)

(R305C120001)

Publications:

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Cai, Z., Graesser, A.C., Forsyth, C., Burkett, C., Millis, K., Wallace, P., Halpern, D. and Butler, H. (2011). Trialog In ARIES: User Input Assessment In An Intelligent Tutoring System. In W. Chen and S. Li (Eds.), *Proceedings Of The 3rd IEEE International Conference On Intelligent Computing and Intelligent Systems* (pp.429–433). Guangzhou: IEEE Press.

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Graesser, A.C., Britt, A., Millis, K., Wallace, P., Halpern, D., Cai, Z., Kopp, K. and Forsyth, C. (2010). Critiquing Media Reports With Flawed Scientific Findings: Operation ARIES!, A Game With Animated Agents and Natural Language Dialogues. In J. Alevan, J. Kay, and J. Mostow (Eds.). *Lecture Notes In Computer Science*, 6095 (pp.327–329). London: Springer.

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R305B070407

The Role of External Representations in Learning and Transfer of Mathematical Knowledge

Ohio State University
Sloutsky, Vladimir

Publications:

Best, C.A., Robinson, C.W., and Sloutsky, V.M. (2010). The Effect Of Labels On Visual Attention: An Eye Tracking Study. In S. Ohlsson and R. Catrambone (Eds.), *Proceedings Of The XXXII Annual Conference Of The Cognitive Science Society* (pp. 1846-1851). Mahwah, NJ: Erlbaum.

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Kaminski, J.A., and Sloutsky, V.M. (2012). Representation and Transfer Of Abstract Mathematical Concepts In Adolescence and Young Adulthood. In V.F. Reyna, S.B. Chapman, M.R. Dougherty, J. Confrey, G. (Eds.), *The Adolescent Brain: Learning, Reasoning, and Decision Making* (pp. 67-93). Washington, DC US: American Psychological Association.

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- Kaminski, J.A., Sloutsky, V.M., and Heckler, A.F. (2013). The Cost Of Concreteness: The Effect Of Nonessential Information On Analogical Transfer. *Journal Of Experimental Psychology: Applied*, 19(1): 14-29.
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- Robinson, C.W., and Sloutsky, V.M. (2013). When Audition Dominates Vision: Evidence From Cross-Modal Statistical Learning. *Experimental Psychology*, 60(2): 113-121.
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R305B070434

Improving Science Learning Through Tutorial Dialogs

Boulder Technologies

Ward, Wayne

Ron Cole

Related IES Projects: [My Science Tutor: Improving Science Learning through Tutorial Dialogs \(MyST\)](#) (R305A130206)

Publications:

Bolaños, D., Cole, R.A., Ward, W.H., Tindal, G.A., Schwanenflugel, P.J., and Kuhn, M.R. (2013). Automatic Assessment Of Expressive Oral Reading. *Speech Communication*, 55(2): 221-236.

Nielsen, R.D. (2008). Question Generation: Proposed Challenge Tasks and Their Evaluation. In V. Rus and A. Graesser (Eds.), *Proceedings of the Workshop on the Question Generation Shared Task and Evaluation Challenge*.

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R305B070458

[Explicit Comprehension Instruction in an Automated Reading Tutor that Listens](#)

Mostow, David Jack

Carnegie Mellon University

Related IES Projects: [Developing Vocabulary in an Automated Reading Tutor](#) (R305A080157) and [Accelerating Fluency Development in an Automated Reading Tutor](#) (R305A080628)

Publications:

Mostow, J., Beck, J.E., Cuneo, A., Gouvea, E., Heiner, C., and Juarez, O. (2010). Lessons from Project LISTEN's Session Browser. In C. Romero, S. Ventura, S. R. Viola, M. Pechenizkiy and R. S. J. d. Baker (Eds.), *Handbook of Educational Data Mining* (pp. 389-416). New York: CRC Press, Taylor and Francis Group.

R305B070460

[Improving Metacomprehension and Self-Regulated Learning From Scientific Texts](#)

Boise State University

Thiede, Keith

Jennifer Wiley, Jonathan Brendefur, Thomas Griffin

Related IES Projects: [Improving Monitoring Accuracy Improves Learning From Text](#) (R305H030170)

Publications:

Anderson, M.C.M., and Thiede, K.W. (2008). Why do Delayed Summaries Improve Metacomprehension Accuracy? *Acta Psychologica*, 128: 110–118.

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Griffin, T.D., Wiley, J., and Salas, C. (in press). Supporting Effective Self-Regulated Learning: The Critical Role of Monitoring. To appear in R. Azevedo and V. Aleven (Eds.), *International Handbook of Metacognition and Learning Technologies*. Springer Science.

Griffin, T.D., Wiley, J., and Thiede, K.W. (2008). Individual Differences, Rereading, and Self-Explanation: Concurrent Processing and Cue Validity as Constraints on Metacomprehension Accuracy. *Memory and Cognition*, 36: 93–103.

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R305B070487

[Bridging the Bridge to Algebra: Measuring and Optimizing the Influence of Prerequisite Skills on a Pre-Algebra Curriculum](#)

Carnegie Mellon University

Pavlik, Philip

Publications:

Pavlik Jr., P.I., Anderson, J.R. (2008). [Using a Model to Compute the Optimal Schedule of Practice](#), *Journal of Experimental Psychology: Applied*, 14: 101–117.

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R305B070537

[Harnessing Retrieval Practice to Enhance Learning in Diverse Domains](#)

University of California, San Diego

Pashler, Harold E.

Related IES Projects: [Optimizing Resistance to Forgetting](#) (R305H040108) and [Optimizing Resistance to Forgetting](#) (R305H020061)

Publications:

Carpenter, S.K., Cepeda, M.J., Rohrer D., Kang S.H., and Pashler, H. (2012). [Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction](#). *Educational Psychology Review*, 24: 369-378.

Gaspelin, N., Ruthruff, E., and Pashler, H. (2013). Divided Attention: An Undesirable Difficulty in Memory Retention. *Memory and Cognition*, DOI 10.3758/s13421-013-0326-5.

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R305B070542

[An Economical Improvement In Literacy and Numeracy](#)

George Mason University
Pasnak, Robert

Related IES Projects: [Increasing Learning By Promoting Early Abstract Thought](#) (R305H030031) and [Focusing on the Efficacy of Teaching Advanced Forms of Patterning on First Graders' Improvements in Reading, Mathematics, and Reasoning Ability](#) (R305A090353)

Publications:

Boyer, C.E., Carlson, A.G., and Pasnak, R. (2012). Object and Size Awareness In Preschool-Age Children. *Perceptual and Motor Skills*, 114(1): 29-42.

Greene, M.R., Pasnak, R., and Romero, S. (2009). [A Time Lag Analysis of Temporal Relations between Motivation, Academic Achievement, and Two Cognitive Abilities](#). *Early Education and Development*, 20(5): 799–825.

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2008

R305A080013

[Improving Children's Numerical Understanding](#)

Carnegie Mellon University

Siegler, Robert

Related IES Projects: [Using Cognitive Analyses to Improve Children's Math and Science Learning](#) (R305H020060) and [Improving Children's Pure Numerical Estimation](#) (R305H050035)

Publications:

Fazio, L.K., and Siegler, R.S. (2013). Microgenetic Learning Analysis: A Distinction Without A Difference. *Human Development*, 56(1): 52-58.

Geary, D.C., Berch, D.B., Boykin, A.W., Embretson, S., Reyna, V., and Siegler, R.S. (2011). Learning Mathematics: Findings from the National (United States) Mathematics Advisory Panel. In N. Canto (Ed.), *Issues and Proposals in Mathematics Education* (pp. 175-221). Lisbon, Portugal: Gulbenkian.

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Siegler, R.S., Fazio, L.K., and Pyke, A. (2011). There Is Nothing So Practical As A Good Theory. In J.P. Mestre, B. H. Ross (Eds.), *The Psychology Of Learning and Motivation (Vol 55): Cognition In Education* (pp. 171-197). San Diego, CA US: Elsevier Academic Press.

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Siegler, R.S., Thompson, C.A., and Schneider, M. (2011). An Integrated Theory Of Whole Number and Fractions Development. *Cognitive Psychology*, 62(4): 273-296.

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R305A080134

[Guided Cognition for Unsupervised Learning of Mathematics](#)

Fordham University

Whitten, William

Mitchell Rabinowitz

Related IES Projects: [Guided Cognition for Unsupervised Learning](#) (R305H050062)

Publications:

Whitten, W. (2011). Learning From and For Tests. In A.S. Benjamin (Ed.), *Successful Remembering and Successful Forgetting: A Festschrift In Honor Of Robert A. Bjork* (pp. 217-234). New York, NY US: Psychology Press.

R305A080196**[Efficacy of Earobics Step I in English Language Learners and Low SES Minority Children](#)**

University of Texas Health Science Center at Houston

Anthony, Jason

Publications:

Anthony, J.L., Williams, J.M., Durán, L.K., Gillam, S., Liang, L., Aghara, R., and ... Landry, S.H. (2011). Spanish Phonological Awareness: Dimensionality and Sequence Of Development During The Preschool and Kindergarten Years. *Journal Of Educational Psychology*, 103(4): 857-876.

R305A080231**[The Diagnostic Geometry Assessment Project](#)**

Boston College

Russell, Michael

Related IES Projects: [Bridging the Gap: Applying Algebra Cognition Research to Develop and Validate Diagnostic Classroom Algebra Testlet](#) (R305H040099)

Publications:

R305A080287**[Making Sense of Concrete Models for Mathematics](#)**

Michigan State University

Mix, Kelly

Linda B. Smith

Publications:

Byrge, L., Smith, L. B., and Mix, K. (2013). Beginnings of Place Value: How Preschoolers Write Three-Digit Numbers. *Child Development*. Published first online, September 4, 2013, doi: 10.1111/cdev.12162.

R305A080316**[Developing the Retrieval-Monitoring-Feedback \(RMF\) Method for Improving the Durability and Efficiency of Student Learning](#)**

Kent State University

Rawson, Katherine

John Dunlosky

Related IES Projects: [Supporting Efficient and Durable Student Learning](#) (R305H050038)

Publications:

Dunlosky, J., Hartwig, M.K., Rawson, K.A., and Lipko, A.R. (2011). Improving College Students' Evaluation of Text Learning Using Idea-Unit Standards. *Quarterly Journal of Experimental Psychology*, 64, 467-484.

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Pyc, M.A., and Rawson, K.A. (2009). [Testing the Retrieval Effort Hypothesis: Does Greater Difficulty Correctly Recalling Information Lead to Higher Levels of Memory?](#) *Journal of Memory and Language*, 60: 437-447.

Pyc, M.A., and Rawson, K.A. (2011). Costs and Benefits of Dropout Schedules of Test-Restudy Practice: Implications for Student Learning. *Applied Cognitive Psychology*, 25, 87-95.

Rawson, K.A., and Dunlosky, J. (2011). [Optimizing Schedules of Retrieval Practice for Durable and Efficient Learning: How Much is Enough?](#) *Journal of Experimental Psychology: General*, 140(3): 283-302.

Rawson, K.A., and Dunlosky, J. (2012). Relearning Attenuates the Benefits and Costs of Spacing. *Journal of Experimental Psychology: General*.

Rawson, K.A. and Dunlosky, J. (2012). Retrieval-Monitoring-Feedback (RMF) Technique for Producing Efficient and Durable Learning. To appear in R. Azevedo (Ed.) *The International Handbook of Metacognition and Learning Technologies*.

Rawson, K.A., and Dunlosky, J. (2012). When Is Practice Testing Most Effective For Improving The Durability and Efficiency Of Student Learning? *Educational Psychology Review*, 24(3): 419-435.

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R305A080341

The Organization of Mathematical Knowledge

Northwestern University

Rips, Lance

Publications:

Bartels, D.M., and Rips, L.J. (2010). [Psychological Connectedness and Intertemporal Choice](#). *Journal Of Experimental Psychology: General*, 139(1): 49-69.

Hespos, S.J., Dora, B., Rips, L.J., and Christie, S. (2012). Infants Make Quantity Discriminations For Substances. *Child Development*, 83(2): 554-567.

Rips, L.J., and Hespos, S.J. (2011). Rebooting The Bootstrap Argument: Two Puzzles For Bootstrap Theories Of Concept Development. *Behavioral and Brain Sciences*, 34: 145-146.

Rips, L.J. (2010). Two Causal Theories Of Counterfactual Conditionals. *Cognitive Science*, 34(2): 175-221.

Rips, L.J. (2011). Causation From Perception. *Perspectives On Psychological Science*, 6(1): 77-97.

Rips, L.J. (2011). Split Identity: Intransitive Judgments Of The Identity Of Objects. *Cognition*, 119(3): 356-373.

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Rips, L.J. (2013). How Many Is A Zillion? Sources Of Number Distortion. *Journal Of Experimental Psychology: Learning, Memory, and Cognition*, 39(4): 1257-1264.

R305A080347

Mindful Instruction of Nonmainstream Children

University of Illinois, Urbana-Champaign
Anderson, Richard

Project Website: <http://csr.ed.uiuc.edu/CR/index.html>

Related IES Projects: [Improving Comprehension and Writing Through Reasoned Argumentation](#) (R305G030070)

Publications:

Jadallah, M., Anderson, R.C., Nguyen-Jahiel, K., Miller, B.W., Kim, I., Kou, L., Wu, X., and Dong, T. (2011). [Influence of a Teacher's Scaffolding Moves during Child-Led Small-Group Discussions](#). *American Educational Research Journal*, 48(1): 194-230.

Jadallah, M., Miller, B., Anderson, R.C., Nguyen-Jahiel, K., Archodidou, A., Zhang, J., and Grabow, K. (2009). Collaborative Reasoning about a Science and Public Policy Issue. In Margaret McKeown and Linda Kucan (Eds.), *Bringing reading researchers to life: Essays in Honor of Isabel L. Beck*. New York: Guilford Press.

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Miller, B., Sun, J., Wu, X., and Anderson, R.C. (in press). Child Leaders in Collaborative Groups, in C. Hmelo-Silver, A. O'Donnell, C. Chan, and C. Chinn (Eds.), *International Handbook of Collaborative Learning*. London: Taylor and Francis.

Reznitskaya, A., Kuo, L.-J., Clark, A.-M., Miller, B., Jadallah, M., Anderson, R.C., and Nguyen-Jahiel, K. (2009). [Collaborative Reasoning: A Dialogic Approach to Group Discussions](#). *Cambridge Journal of Education*, 39(1): 29-48.

Reznitskaya, A., Kuo, L.-J., Gline, M., and Anderson, R.C. (2009). [Measuring Argumentation: What's Behind the Numbers?](#) *Learning and Individual Differences*, 19(2): 219-224.

R305A080421

Extension of an Argument Curriculum to an Academically Disadvantaged Middle-School Population

Columbia University, Teachers College
Kuhn, Deanna

Publications:

Crowell, A., and Kuhn, D. (In Press). Developing Dialogic Argumentation Skills: A Three-Year Intervention Study. *Journal Of Cognition and Development*.

Goldstein, M., Crowell, A., and Kuhn, D. (2009). What Constitutes Skilled Argumentation and How Does It Develop? *Informal Logic*, 29: 379-395.

Kuhn, D., and Crowell, A. (2011). Dialogic Argumentation As A Vehicle For Developing Young Adolescents' Thinking. *Psychological Science*, 22: 545-552.

R305A080507

Scaffolding Students' Use of Multiple Representations for Science Learning

University of Wisconsin
Puntambekar, Sadhana

Publications:

Bopardikar, A., Gnesdilow, D., Puntambekar, S. (2011). Effects Of Using Multiple Forms Of Support To Enhance Students' Collaboration During Concept Mapping. In H. Spada, G. Stahl, N. Miyake, and N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume I- Long Papers*, (pp.104-111). Hong Kong: International Society of the Learning Sciences.

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R305A080621

[A Cognitive Approach to Implementing Tree Thinking in High School and College Biology Curricula](#)

Vanderbilt University

Novick, Laura

Kefyn Catley

Publications:

Catley, K.M., Novick, L.R., and Funk, D.J. (2012). The Promise and Challenges of Introducing Tree Thinking into Evolution Education. In K. Rosengren, E.M. Evans, S. Brem, and G. Sinatra (Eds.), *Evolution Challenges: Integrating Research and Practice in Teaching and Learning about Evolution*. Oxford University Press, 93.

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2009

R305A090100

[An Efficacy Study of Two Computer-Based Attention Training Systems in Schools](#)

Tufts Medical Center

Steiner, Naomi

Ellen C. Perrin and R. Christopher Sheldrick

Project Website: <http://www.drnaomisteiner.com/>

Publications:

Steiner, N.J., Sheldrick, R.C., Gotthelf, D., and Perrin, E.C. (2011). Computer-Based Attention Training in the Schools for Children With Attention Deficit/Hyperactivity Disorder: A Preliminary Trial. *Clinical pediatrics*, 50(7): 615-622.

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R305A090324

[Creating Scalable Interventions for Enhancing Student Learning and Performance](#)

New York University

Aronson, Joshua

Jennifer Mangels and Matthew S. McGlone

Publications:

R305A090353

[Focusing on the Efficacy of Teaching Advanced Forms of Patterning on First Graders' Improvements in Reading, Mathematics, and Reasoning Ability](#)

George Mason University

Pasnak, Robert

Julie Kidd

Related IES Projects: [Increasing Learning By Promoting Early Abstract Thought](#) (R305H030031) and [An Economical Improvement In Literacy and Numeracy](#) (R305B070542)

Publications:

Kidd, J.K., Carlson, A.G., Gadzichowski, K.M., Boyer, C.E., Gallington, D.A., and Pasnak, R. (2013). Effects of Patterning Instruction on the Academic Achievement of 1st-Grade Children. *Journal of Research in Childhood Education*, 27(2): 224-238.

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2010

R305A100058

[Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten](#)

New York University

Blair, Clancy

Cybele Raver (New York University), Jennifer Hill (New York University), Carolyn Layzer (Abt Associates), Elena Bodrova (McREL), Deborah Leong (Metropolitan State College of Denver)

Publications:

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R305A100074

[Improving Students' Skill at Solving Equations Through Better Encoding of Algebraic Concepts](#)

Temple University of the Commonwealth System of Higher Education

Booth, Julie

Kenneth R. Koedinger (Carnegie Mellon University), Kristie J. Newton (Temple University)

Publications:

Booth, J.L., and Davenport, J.L. (2013). The Role of Problem Representation and Feature Knowledge in Algebraic Equation-Solving. *The Journal of Mathematical Behavior*, 32: 415-423.

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R305A100109

[A Theory-Driven Search for the Optimal Conditions of Instructional Guidance in Algebra Tutor](#)

Carnegie Mellon University

Anderson, John

Steve Ritter (Carnegie Learning)

Related IES Projects: [The Neural Markers of Effective Learning](#) (R305H030016)

Publications:

Lee, H.S., and Anderson, J.R. (2013). Student Learning: What Has Instruction Got To Do With It? *Annual Review of Psychology*, 64.

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R305A100163

[Improving a Natural-Language Tutoring System that Engages Students in Deep Reasoning Dialogues about Physics](#)

University of Pittsburgh

Katz, Sandra

Pamela Jordan, Diane Litman

Related IES Projects: [Exploring Studies to Derive Policies for Adaptive Natural-language Tutoring in Physics](#) (R305A130441)

Publications:

Jordan, P., Katz, S., Albacete, P., Ford, M., and Wilson, C. (2012, May). Reformulating student contributions in tutorial dialogue. In *Proceedings of the Seventh International Natural Language Generation Conference* (pp. 95-99). Association for Computational Linguistics.

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R305A100389

[Interactions Between Visual and Auditory Interventions for Reading](#)

University of California, San Diego

Cottrell, Garrison

Publications:

Lawton, T. (2011). Improving Magnocellular Function In The Dorsal Stream Remediates Reading Deficits. *Optometry and Vision Development*, 42(3): 142-154.

R305A100404

[Promoting Transfer of the Control of Variables Strategy in Elementary and Middle School Children via Contextual Framing and Abstraction](#)

Carnegie Mellon University

Klahr, David

Stephanie Ann Siler

Related IES Projects: [From Cognitive Models of Reasoning to Lesson Plans for Inquiry](#) (R305H030229) and [Training in Experimental Design: Developing Scalable and Adaptive Computer-based Science Instruction](#) (R305H060034)

Publications:

Klahr, D., Zimmerman, C., and Jirout, J. (2011). Educational Interventions To Advance Children's Scientific Thinking. *Science*, 333(6045): 971-975.

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R305A100496

[Exploring Reading Fluency and Its Underlying Behaviors](#)

University of Georgia Research Foundation, Inc.

Ardoin, Scott

Katherine S. Binder (Mount Holyoke College)

Publications:

Ardoin, S.P., Morena, L., Binder, K.S., and Foster, T. (in press). Examining the impact of feedback and repeated readings on oral reading fluency: Let's not forget prosody. *School Psychology Quarterly*.

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R305A100571

[Developing and Evaluating Measures of Formative Assessment Practices](#)

University of Colorado, Denver

Ruiz-Primo, Maria

Deanna Iceman Sands (University of Colorado, Denver)

Publications:

2011

R305A110038

[Cognitively Challenging Child-Directed Language as a Mechanism for Literacy Development in Kindergarten](#)

University of Michigan

Neuman, Susan

Tanya Kaefer and Ashley Pinkham

Publications:

R305A110060

[Learning the Visual Structure of Algebra Through Dynamic Interactions with Notation](#)

University of Richmond

Landy, David

Robert Goldstone (Indiana University)

Publications:

Landy, D., Silbert, N. and Goldin, A. (2013), Estimating Large Numbers. *Cognitive Science*, 37: 775–799. doi: 10.1111/cogs.12028.

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R305A110067

[Arithmetical and Cognitive Antecedents and Concomitants of Algebraic Skill](#)

University of Houston

Cirino, Paul

Tammy Tolar (University of Houston), Lynn Fuchs (Vanderbilt University)

Publications:

R305A110090

[Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities](#)

Arizona State University

Chi, Michelene

Roy Levy

Publications:

Chi, M.H., and VanLehn, K.A. (2012). Seeing Deep Structure From The Interactions Of Surface Features. *Educational Psychologist*, 47(3): 177-188.

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R305A110121

[An Alternative Statewide Assessment Strategy that Uses Test Results to Support Learning and Includes Measures of Problem Solving](#)

Florida State University

Rohani, Faranak

Janet Sanfilippo

Publications:

Oosterhof, A. (2011). [Upgrading High-Stakes Assessments](#). *Better Evidence-based Education*, 3(3): 20–21.

R305A110128

[Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy](#)

Vanderbilt University

Dickinson, David

Roberta Golinkoff (University of Delaware) and Kathy Hirsh-Pasek (Temple University)

Publications:

R305A110198

[Improving Children’s Understanding of Mathematical Equivalence](#)

University of Notre Dame

McNeil, Nicole

Related IES Projects: [Arithmetic Practice that Promotes Conceptual Understanding and Computational Fluency](#) (R305B070297)

Publications:

R305A110277

[Mind Wandering During Reading](#)

Regents of the University of California

Schooler, Jonathan

Jonathan Smallwood

Related IES Projects: [Lapses In Meta-Cognition During Reading: Understanding Comprehension Failure](#) (R305H030235)

Publications:

Franklin, M.S., Mrazek, M.D., Broadway, J.M., and Schooler, J.W. (2013). Disentangling Decoupling: Comment On Smallwood (2013). *Psychological Bulletin*, 139(3): 536-541.

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Smallwood, J., Ruby, F.M., and Singer, T. (2013). Letting Go Of The Present: Mind-Wandering Is Associated With Reduced Delay Discounting. *Consciousness and Cognition: An International Journal*, 22(1): 1-7.

Smallwood, J., Tipper, C., Brown, K., Baird, B., Engen, H., Michaels, J.R., and ... Schooler, J.W. (2013). Escaping The Here and Now: Evidence For A Role Of The Default Mode Network In Perceptually Decoupled Thought. *Neuroimage*, 69: 120-125.

R305A110306

[Eliciting Mathematics Misconceptions \(EM2\): A Cognitive Diagnostic Assessment System](#)

Education Development Center, Inc.

Buffington, Pamela

Margaret Clements

Publications:

R305A110397

[Longitudinal Follow-up of Successful Parent/Child Intervention in Pre-school Children At Risk for School Failure](#)

University of Oregon

Neville, Helen

Related IES Projects: [Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance](#) (R305B070018) and [Training Attention in At-risk Preschoolers: Expansion of our Successful Program to a Wider Population within Head Start](#) (R305A110398)

Publications:

R305A110398

Training Attention in At-risk Preschoolers: Expansion of our Successful Program to a Wider Population within Head Start

University of Oregon
Neville, Helen

Related IES Projects: [Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance](#) (R305B070018) and [Longitudinal Follow-up of Successful Parent/Child Intervention in Pre-school Children At Risk for School Failure](#) (R305A110397)

Publications:

R305A110444

Classroom Environment, Allocation of Attention, and Learning Outcomes in K–4 Students.

Carnegie Mellon University

Fisher, Anna

Ryan S. Baker (Worcester Polytechnic Institute) and Howard Seltman

Publications:

Fisher, A., Thiessen, E., Godwin, K., Kloos, H., and Dickerson, J. (2013). Assessing Selective Sustained Attention In 3- To 5-Year-Old Children: Evidence From A New Paradigm. *Journal Of Experimental Child Psychology*, 114(2): 275-294.

R305110467

Fostering Comprehension and Knowledge-Building in Middle-School Struggling Readers

Regents of the University of Colorado

Caccamise, Donna

Walter Kintsch (University of Colorado at Boulder), P. David Pearson (University of California at Berkeley), and Sally Hampton (America's Choice)

Publications:

R305A110517

Interleaved Mathematics Practice

University of South Florida

Rohrer, Douglas

Robert Dedrick

Publications:

Carpenter, S.K., Cepeda, N.J., Rohrer, D., Kang, S.K., and Pashler, H. (2012). Using Spacing To Enhance Diverse Forms Of Learning: Review Of Recent Research and Implications For Instruction. *Educational Psychology Review*, 24(3): 369-378.

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R305A110528

Promoting Executive Function to Enhance Learning in Homeless/Highly Mobile Children

Regents of the University of Minnesota
Masten, Ann
Philip Zelazo and Stephanie Carlson

Publications:

R305A110550

Developing a Manual for Test-Enhanced Learning in the Classroom

Washington University, St. Louis
Roediger III, Henry
Mark A. McDaniel, Kathleen B. McDermott

Related IES Projects: [Test-enhanced Learning](#) (R305H030339) and [Test-Enhanced Learning in the Classroom](#) (R305H060080)

Publications:

McDaniel, M.A., Thomas, R.C., Agarwal, P.K., McDermott, K.B., and Roediger, H.L. (in press). Quizzing In Middle School Science: Successful Transfer Performance On Classroom Exams. *Applied Cognitive Psychology*.

Agarwal, P.K., Bain, P.M., and Chamberlain, R.W. (2012). The Value Of Applied Research: Retrieval Practice Improves Classroom Learning and Recommendations From A Teacher, A Principal, and A Scientist. *Educational Psychology Review*, 24: 437-448.

McDaniel, M.A., Agarwal, P.K., Huelser, B.J., McDermott, K.B., and Roediger, H.L. (2011). Test-Enhanced Learning In A Middle School Science Classroom: The Effects Of Quiz Frequency and Placement. *Journal of Educational Psychology*, 103: 399-414.

Roediger, H.L., Agarwal, P.K., McDaniel, M.A., and McDermott, K.B. (2011). Testing-Enhanced Learning In The Classroom: Long-Term Improvements From Quizzing. *Journal of Experimental Psychology: Applied*, 17: 382-395.

R305A110682

An Exploration of Malleable Social and Cognitive Factors Associated with Early Elementary School Students' Mathematics Achievement

University of Chicago

Beilock, Sian

Susan Levine and Steve Raudenbush

Publications:

Maloney, E., and Beilock, S.L. (2012). Math Anxiety: Who Has It, Why It Develops, and How To Guard Against It. *Trends in Cognitive Science*, 16: 404-406.

R305A110810

An Examination of the Qualities of Interactive Science Learning Environments That Promote Optimal Motivation and Learning

The Learning Partnership

McGee, Steven

Amanda Durik (Northern Illinois University) and Jess Zimmerman (University of Puerto Rico)

Publications:

R305A110811

Comprehension SEEDING: Comprehension Through Self-Explanation, Enhanced Discussion and Inquiry Generation

Boulder Language Technologies Inc.

Nielsen, Rodney

Robert Talbot (University of Colorado, Denver), Michelene Chi (Arizona State University)

Grant Transferred to: University of North Texas, Award Number R305A120808

Publications:

Chi, M.T.H., and VanLehn, K.A. (2012). Seeing Deep Structure From The Interactions Of Surface Features. *Educational Psychologist*, 47(3): 177-188.

Myroslava, D., Nielsen, R.D. and Brew, C. (2012). Towards Effective Tutorial Feedback For Explanation Questions: A Dataset and Baselines. In *Proceedings of the 2012 Conference of the North American Association for Computational Linguistics: Human Language Technologies (2012 NAACL:HLT)*, June 3-8, Montreal, Quebec, Canada.

Dzikovska, M.O., Nielsen, R.D., Brew, C., Leacock, C., Giampiccolo, D., Bentivogli, L., Clark, P., Dagan, I and Dang, H.T. (in press). SemEval-2013 Task 7: The Joint Student Response Analysis and 8th Recognizing Textual Entailment Challenge. In *Proceedings of the Second Joint Conference on Lexical and Computational Semantics (*SEM 2013)*, 7th International Workshop on Semantic Evaluation (SemEval 2013). Published by the Association for Computational Linguistics. Atlanta, Georgia, USA. June 13-14, 2013.

R305A110903

Retrieval-Oriented Learning Strategies

Purdue University
Karpicke, Jeffrey

Publications:

Grimaldi, P.J., and Karpicke, J.D. (2012). When and Why Do Retrieval Attempts Enhance Subsequent Encoding? *Memory and Cognition*, 40: 505-513.

Karpicke, J.D. (2012). Retrieval-Based Learning: Active Retrieval Promotes Meaningful Learning. *Current Directions In Psychological Science*, 21: 157-163.

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R305A110920

A Longitudinal Study of 3-D Spatial Skills and Mathematics Development in Elementary School Children

University of Georgia Research Foundation, Inc.
Carr, Martha
Natalia Alexeev

Publications:

R305A110932

Exploring the Malleability of Executive Control

Chancellor, Masters, and Scholars of University of Cambridge
Ellefson, Michelle
Zewelanji Serpell (Virginia State University) and Teresa Parr (Ashley-Parr, LLC)

Publications:

2012

R305A120145

[Written Language Problems in Middle School Students: A Randomized Trial of the Self-Regulated Strategy Development \(SRSD\) Model Using a Tier 2 Intervention](#)

University of North Carolina, Chapel Hill

Hooper, Stephen

Publications:

R305A120171

[A Narrative Comprehension Intervention for Elementary School Children At-Risk for Attention-Deficit Hyperactivity Disorder](#)

University of Kentucky Research Foundation

Lorch, Elizabeth

Richard Milich (University of Kentucky Research Foundation), Janice F. Almasi and Paul van den Broek (University of Leiden), Richard Charnigo and Angela Hayden Boyd (University of Kentucky Research Foundation)

Publications:

R305A120186

[SimSelf: A Simulation Environment Designed to Model and Scaffold Learners' Self-Regulation Skills to Optimize Complex Science Learning](#)

Vanderbilt University

Biswas, Gautam

Roger Azevedo (McGill University, Canada)

Related IES Projects: [A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms](#) (R305H060089)

Publications:

R305A120288

[Perceptual Learning Technology in Mathematics Education: Efficacy and Replication](#)

University of California, Los Angeles

Kellman, Philip

Christine Massey (University of Pennsylvania), Andrew Porter (University of Pennsylvania), and Laura Desimone (University of Pennsylvania)

Related IES Projects: [Integrating Conceptual Foundations in Mathematics through the Application of Principles of Perceptual Learning](#) (R305H060070) and [Perceptual and Adaptive Learning Technologies: Developing Products to Improve Algebra Learning](#)

Publications:

Kellman, P.J., and Massey, C.M. (2013). Perceptual Learning, Cognition, and Expertise. In B.H. Ross (Ed.), *The Psychology Of Learning and Motivation (Vol 58)* (pp. 117-165). San Diego, CA US: Elsevier Academic Press.

R305A120402

[Developing a Teacher-Based Intervention Involving Memory-Relevant Language During Instruction](#)

University of North Carolina, Chapel Hill
Ornstein, Peter A.
Jennifer L. Coffman, Patrick J. Curran

Publications:

R305A120416

[Spatial Ability as a Malleable Factor for Math Learning](#)

Michigan State University
Mix, Kelly
Susan Levine (University of Chicago)

Publications:

Cheng, Y.L., and Mix K.S. (2012). Spatial Training Improves Children's Mathematics Ability. *Journal of Cognition and Development*. Accepted author version online DOI: 10.1080/15248372.2012.725186.

R305A120451

[The Effects of Arts-Integration on Retention of Content and Student Engagement](#)

Johns Hopkins University
Hardiman, Mariale

Publications:

R305A120471

[Coordinating Multiple Representations: A Comparison of Eye Gaze Patterns of High School Students Who Do and Do Not Enroll in Calculus](#)

Temple University
Cromley, Jennifer
Julie Booth, Darin Kapanjie, and Thomas Shipley

Publications:

R305A120531**[Teaching Perceptual and Conceptual Processes in Graph Interpretation](#)**

Northwestern University

Franconeri, Steven

David Uttal (Northwestern University), Priti Shah (University of Michigan)

Publications:

R305A120554**[Enhancing Learning and Transfer of Science Principles via Category Construction](#)**

Research Foundation of SUNY

Kurtz, Kenneth

Andy Cavagnetto

Publications:

R305A120671**[Improving Academic Achievement by Teaching Growth Mindsets about Emotion](#)**

Board of Trustees of the Leland Stanford Junior University

Gross, James

Carol S. Dweck, Geoffrey L. Cohen

Publications:

R305A120734**[Combining Advantages of Collaborative and Individual Learning with an Intelligent Tutoring System for Fractions](#)**

Carnegie Mellon University

Aleven, Vincent

Nikol Rummel (Ruhr-Universität Bochum, Germany and Carnegie Mellon University)

Related IES Projects: [Bringing Cognitive Tutors to the Internet: A Website that Helps Middle-School Students Learn Math](#) (R305A080093)

Publications:

2013**R305A130016****[Connecting Mathematical Ideas through Animated Multimodal Instruction](#)**

University of Wisconsin, Madison

Alibali, Martha

Mitchell Nathan, Voicu Popescu (Purdue University), Nicoletta Adamo-Villani (Purdue University), Susan Cook (University of Iowa)

Related IES Projects: [Does Visual Scaffolding Facilitate Students' Mathematics Learning? Evidence From Early Algebra](#) (R305H060097)

Publications:

R305A130031

Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension

Pennsylvania State University

Murphy, Karen P.

Jeffrey Alan Greene (University of North Carolina at Chapel Hill)

Related IES Projects: [Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text](#) (R305G020075)

Publications:

R305A130082

Promoting Discriminative and Generative Learning: Transfer in Arithmetic Problem Solving

University of Wisconsin, Madison

Kalish, Charles

Martha Alibali, Timothy Rogers

Publications:

R305A130206

My Science Tutor: Improving Science Learning through Tutorial Dialogs (MyST)

Boulder Language Technologies Inc.

Ward, Wayne

Ronald Cole, Brandon Holding

Related IES Projects: [Improving Science Learning Through Tutorial Dialogs](#) (R305B070434)

Publications:

R305A130215**[Use of Machine Learning to Adaptively Select Activity Types and Enhance Student Learning with an Intelligent Tutoring System](#)**

Carnegie Mellon University
Brunskill, Emma
Vincent Alevan

Related IES Projects: [Bringing Cognitive Tutors to the Internet: A Website that Helps Middle-School Students Learn Math](#) (R305A080093)

Publications:

R305A130239**[The Impact of Theories of Intelligence on Self-Regulated Learning Strategies and Performance Improvement](#)**

Florida State University
Ehrlinger, Joyce
Kali Trzesniewski (University of California – Davis)

Grant Transferred to: Florida State University, Award Number R305A130699

Publications:

R305A130441**[Exploring Studies to Derive Policies for Adaptive Natural-language Tutoring in Physics](#)**

University of Pittsburgh
Katz, Sandra
Michael Ford, Pamela Jordan

Related IES Projects: [Improving a Natural-Language Tutoring System that Engages Students in Deep Reasoning Dialogues about Physics](#) (R305A100163)

Publications:

R305A130467**[Developing an Online Tutor to Accelerate High School Vocabulary Learning](#)**

University of South Carolina
Adolf, Suzanne
Charles Perfetti (University of Pittsburgh), Jack Mostow (Carnegie Mellon University)

Publications:

R305A130535

[Exploring the Potential of Essay Testing for Improving Memory and Learning](#)

Duke University

Marsh, Elizabeth

Mark McDaniel (Washington University in St. Louis)

Publications:

EARLY LEARNING PROGRAMS AND POLICIES

2008

R305A080188

[Closing the SES Related Gap in Young Children's Mathematical Knowledge](#)

University of California, Berkeley

Starkey, Prentice

Related IES Projects: [A Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge](#) (R305J020026), [Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs](#) (R305J020026) and [A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#) (R305A120262)

Publications:

R305A080200

[Increasing the Efficacy of An Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation](#)

State University of New York, Buffalo

Clements, Douglas

Julia Sarama

Publications:

R305A080459

[Efficacy of Read It Again! In Rural Preschool Settings](#)

Ohio State University

Justice, Laura

Publications:

Pentimonti, J.M. and Justice, L.M. (2010). [Teachers' Use of Scaffolding Strategies During Read-Alouds in the Preschool Classroom](#). *Early Childhood Education Journal*, 37: 241–248.

Turnbull, K., Bowles, R.P., Skibbe, L.E., Justice, L.M., and Wiggins, A.K. (2010). Theoretical Explanations For Preschoolers' Lowercase Alphabet Knowledge. *Journal Of Speech, Language, and Hearing Research*, 53(6): 1757-1768.

R305A080476

Using Educational Television to Enhance Young Children's Language and Vocabulary Skills

Florida State University
Phillips, Beth

Publications:

Phillips, B.M., Piasta, S.B., Anthony, J.L., Lonigan, C.J., and Francis, D.J. (2012). IRTs Of The ABCs: Children's Letter Name Acquisition. *Journal Of School Psychology, 50*(4): 461-481.

R305A080488

Test of Emergent Writing Skills

Florida State University
Puranik, Cynthia

Publications:

Puranik, C.S., and Al Otaiba, S. (2012). Examining The Contribution Of Handwriting and Spelling To Written Expression In Kindergarten Children. *Reading and Writing, 25*(7): 1523-1546.

Puranik, C.S. and Apel, K. (2010). [Effect of Assessment Task and Letter Writing Ability on Preschool Children's Spelling Performance](#). *Assessment for Effective Instruction* (Special Issue on Spelling), *36*(1): 46-56.

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Puranik, C.S. and Lonigan, C., (2012). Name-writing proficiency, not length of name, is associated with preschool children's emergent literacy skills. *Early Childhood Research Quarterly, 27*, 284-294.

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2009

R305A090013

The World of Words: An Embedded Multimedia Vocabulary Intervention for Economically Disadvantaged Pre-K Children

University of Michigan

Neuman, Susan

Publications:

Marulis, L. and Neuman, S.B. (2013). How Vocabulary Affects At-Risk Children: A Meta-analytic Review. *Journal Of Research On Educational Effectiveness*, 6: 223-262.

Neuman, S.B. (In Press). The Effects Of An Embedded Multimedia Curriculum For Low-Income Preschoolers. In O. Korat and A. Shamir, *Technology and Education*. NY: Springer.

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Wright, T. and Neuman, S.B. (2013). Vocabulary Instruction in Commonly Used Kindergarten Core Reading Curricula, *The Elementary School Journal*. 113(3): 386-408.

R305A090065

Specific Aspects of Quality that Support Children's School Readiness in Community-Based and School-Based Early Childhood Programs

University of Illinois at Chicago

Gordon, Rachel

Robert Kaestner and Everett Smith

Publications:

Colwell, N., Gordon, R.A., Fujimoto, K., Kaestner, R., and Korenman, S. (2013). New Evidence On The Validity Of The Arnett Caregiver Interaction Scale: Results From The Early Childhood Longitudinal Study-Birth Cohort. *Early Childhood Research Quarterly*, 28(2): 218-233.

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R305A090079

[Learning-Related Cognitive Self-Regulation School Readiness Measures for Preschool Children: Optimizing Predictive Validity for Achievement](#)

Vanderbilt University

Lipsey, Mark W.

Dale Farran, Sandra Wilson, and Carol Bilbrey

Publications:

R305A090114

[Assessing the Efficacy of a Comprehensive Intervention in Physical Science on Head Start Teachers and Children](#)

Education Development Center, Inc.

Clark-Chiarelli, Nancy

Jess Gropen

Related IES Projects: [Assessing the Potential Impact of a Professional Development Program in Science on Head Start Teachers and Children](#) (R305M050060)

Publications:

Gropen, J., Clark-Chiarelli, N., Hoisington, C., and Ehrlich, S.B. (2011). The Importance of Executive Function in Early Science Education. *Child Development Perspectives*, 5(4): 298-304.

R305A090169

[Development of a Comprehensive Assessment System for Spanish-Speaking English Language Learner's Early Literacy Skills](#)

Florida State University

Lonigan, Christopher

Christopher Schatschneider

Publications:

R305A090183

[Teacher Quality: The Role of Teacher Study Groups as a Model of Professional Development in Early Literacy for Preschool Teachers](#)

University of California, Berkeley

Cunningham, Anne

Publications:

R305A090209

Preparing to Succeed: An Efficacy Trial of Two Early Childhood Curricula

President and Fellows of Harvard College, Graduate School of Education

Yoshikawa, Hirokazu

Nonie Lesaux, Richard Murnane, John Willett, and Christina Weiland

Publications:

Weiland, C., Ulvestad, K., Sachs, J. and Yoshikawa, H. (In press). Associations Between Classroom Quality and Children's Vocabulary and Executive Function Skills In An Urban Public Prekindergarten Program. *Early Childhood Research Quarterly*.

Weiland, C., Wolfe, C., Hurwitz, M., Yoshikawa, H., Clements, D., and Sarama, J. (2012). Early Mathematics Assessment: Validation Of A Preschool Mathematics Screening Tool. *Journal of Educational Psychology*, 32(3): 311-333.

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R305A090212

Improving School Readiness of High Risk Preschoolers: Combining High Quality Instructional Strategies with Responsive Training for Teachers and Parents

University of Texas Health Science Center at Houston

Landry, Susan H.

Cathy Guttentag, Paul Swank, and Heather Taylor

Publications:

R305A090467

Preschool Program Impacts on School Readiness; Variation by Prior Child Language and Attention Skills, and the Quality of Infant/Toddler Care

University of California, Irvine

Farkas, George

Margaret Burchinal and Greg Duncan

Publications:

Duncan, G.J. and Sojourner, A.J. (Accepted). Can Intensive Early Childhood Intervention Programs Eliminate Income-Based Cognitive and Achievement Gaps? *Journal of Human Resources*.

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R305A090502

[Lens on Science: Development and Validation of a Computer-Administered, Adaptive, IRT-Based Science Assessment for Preschool Children](#)

University of Miami
Greenfield, Daryl
Randall Penfield

Related IES Projects: [Early Childhood Hands-On Science Curriculum Development and Demonstration](#) (R305K060036), [ECHOS: Early Childhood Hands on Science](#) (R305A100275), and [Enfoque en Ciencia: Extending the Cultural and Linguistic Validity of a Computer Adaptive Assessment of Science Readiness for Use with Young Latino Children](#) (R305A130612)

Publications:

R305A090533

[Experimental Validation of the Tools of the Mind Prekindergarten Curriculum](#)

Vanderbilt University
Farran, Dale
Mark Lipsey

Publications:

Fuhs, M., Farran, D. C., and Nesbitt, K. (2013). Preschool Classroom Processes as Predictors of Children's Cognitive Self-Regulation Skills Development. *School Psychology Quarterly*, doi:10.1037/spq0000031

2010

R305A100154

[Development of an Online Course to Improve Teachers' Use of Effective Teacher-Child Interactions During Delivery of Early Literacy and Language Instruction](#)

University of Virginia
Hamre, Bridget

Publications:

R305A100233

[Extending the Cultural and Linguistic Validity of the Adjustment Scales for Preschool Intervention \(ASPI\) for Low-Income, Latino Children](#)

University of Miami
Shearer, Rebecca

Publications:

R305A100275

[ECHOS: Early Childhood Hands on Science](#)

Miami Museum of Science

Brown, Judy

Related IES Projects: [Early Childhood Hands-On Science Curriculum Development and Demonstration](#) (R305K060036) and [Lens on Science: Development and Validation of a Computer-Administered, Adaptive, IRT-Based Science Assessment for Preschool Children](#) (R305A090502)

Publications:

R305A100566

[Touch Your Toes! Developing a New Measure of Behavioral Regulation](#)

Oregon State University

McClelland, Megan

Alan Acock (Oregon State University), Ryan Bowles (Michigan State University) and Claire Cameron Ponitz (University of Virginia)

Publications:

R305A100574

[The Availability of Early Childhood Education and Care in the United States: Exploring Links Between Policy, Availability and Effects, 1990-2005](#)

Stanford University

Loeb, Susanna

Daphna Bassok

Publications:

Bassok, D., Fitzpatrick, M., and Loeb, S. (2012). *Does State Preschool Crowd-Out Private Provision? The Impact of Universal Preschool on the Childcare Sector in Oklahoma and Georgia* (No. w18605). National Bureau of Economic Research.

2011

R305A110035

[Effective Early Childhood Education Programs: Meta-Analytic Lessons from High Quality Program Evaluations](#)

President and Fellows of Harvard College, Graduate School of Education

Yoshikawa, Hirokazu

Greg Duncan (University of California, Irvine), Katherine Magnuson (University of Wisconsin-Madison), and Holly S. Schindler, (Harvard University)

Publications:

Shager, H.M., Schindler, H.S., Magnuson, K.A., Duncan, G.J., Yoshikawa, H., and Hart, C.D. (2013). Can Research Design Explain Variation In Head Start Research Results? A Meta-Analysis Of Cognitive and Achievement Outcomes. *Educational Evaluation and Policy Analysis*, 35(1): 76-95.

R305A110074

[Exploring the Predictors of School Readiness: Meta-analysis of Longitudinal Research](#)

Vanderbilt University

Wilson, Sandra

Dale Farran and Mark Lipsey

Publications:

R305A110284

[Using Developmental Science to Create a Computerized Preschool Language Assessment](#)

University of Delaware

Golinkoff, Roberta

Kathy Hirsh-Pasek (Temple University) and Jill de Villiers (Smith College)

Publications:

R305A110293

[Development and Validation of the Narrative Assessment Protocol \(NAP\)](#)

Michigan State University

Bowles, Ryan

Laura Justice and Shayne Piasta, (Ohio State University), Lori Skibbe and Mark Reckase (Michigan State University)

Publications:

Bowles, R. P., Pentimonti, J. M., Gerde, H. K., and Montroy, J. J. (2013). Item Response Analysis of Uppercase and Lowercase Letter Name Knowledge. *Journal of Psychoeducational Assessment*. Published online first: DOI: 10.1177/0734282913490266.

R305A110483

[Numbers Plus Efficacy Study](#)

High/Scope Educational Research Foundation

Schweinhart, Larry

Beth Marshall and Tomoko Wakabayashi

Related IES Projects: [Numbers Plus: A Comprehensive Approach to Early Mathematics Education](#) (R305K060089)

Publications:

R305A110549

[Development of the School Readiness Curriculum Based Measurement System](#)

University of Texas Health Science Center at Houston

Anthony, Jason

Michael Assel, Susan Landry, Emily Solari, Paul Swank, and Jeffery Williams

Publications:

R305A110638

[WORLD Efficacy Study](#)

Texas A and M Research Foundation

Gonzalez, Jorge

Sharolyn Pollard-Durodola (Texas A&M University- College Station), Laura Sáenz (The University of Texas–Pan American), and Aaron Taylor (Texas A&M University)

Related IES Projects: [Project Words of Oral Reading and Language Development \(Project WORLD\)](#) (R305G050121)

Publications:

R305A110730

[Early Childhood Teachers as Socializers of Young Children’s Emotional Competence](#)

George Mason University

Denham, Susanne

Publications:

Denham, S.A., Bassett, H.H., and Zinsler, K. (2012). Early Childhood Teachers As Socializers Of Young Children’s Emotional Competence. *Early Childhood Education Journal*, 40(3): 137-143.

2012

R305A120172

[Improving School Readiness with Emotional Literacy: Developing the RULER Preschool Program](#)

Yale University

Rivers, Susan

Walter Gilliam, March Brackett, and Peter Salovey

Publications:

R305A120193

Cultivating Young Scientists: Expanding Foundations of Science Literacy

Education Development Center, Inc.

Clark-Chiarelli, Nancy

Jess Gropen (Education Development Center, Inc.)

Publications:

R305A120323

Using Validated Measures of Children's Engagement with Teachers, Peers, and Tasks to Guide Teachers' Response Toward Children with Emotional and Behavioral Challenges

University of Virginia

Downer, Jason

Amanda Williford (University of Virginia) and Rebecca Shearer (University of Miami)

Publications:

R305A120391

A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program to Improve the School Readiness of Children in Disadvantaged Communities

Oregon Social Learning Center

Pears, Katherine

Hyoun Kim, Phillip Fisher, and Cynthia Healey

Publications:

R305A120449

Research and Development of Spanish Individual Growth and Development Indicators (S-IGDIs): Early Literacy Identification Measures for Spanish-English Bilingual Children

Regents of the University of Minnesota

McConnell, Scott

Alisha Wackerle-Hollman

Publications:

R305A120631

[Efficacy Trial of MyTeachingPartner-Mathematics and Science Curricula and Implementation Support System](#)

University of Virginia

Kinzie, Mable

Jessica Whitaker, Robert C. Pianta, and Amanda Williford

Publications:

R305A120783

[Getting Ready for School: An Integrated Curriculum to Help Teachers and Parents Support Preschool Children's Early Literacy, Math, and Self-Regulation Skills](#)

Trustees of Columbia in the City of New York

Duch, Helena

Kimberly Noble

Publications:

2013

R305A130118

[Measuring Preschool Program Quality: Multiple Aspects of the Validity of Two Widely-Used Measures](#)

Board of Trustees of the University of Illinois

Gordon, Rachel

Kerry Hofer (Vanderbilt University), Everett Smith (University of Illinois at Chicago)

Publications:

R305A130336

[Kidsteps II: Promoting School Readiness Through Social-Emotional Skill Building in Preschool](#)

University of Massachusetts Medical School

Upshur, Carole

Melodie Wenz-Gross

Publications:

R305A130469

[Developing an Early Literacy Assessment for Spanish-Speaking Children in Preschool: PALS español PreK](#)

University of Virginia

Invernizzi, Marcia

Karen Ford, Francis Huang, and Patrick Meyer

Related IES Projects: [Designing Assessment to Enhance English Literacy Development Among Spanish-Speaking Children in Grades K–3](#)(R305A090015)

Publications:

R305A130612

[Enfoque en Ciencia: Extending the Cultural and Linguistic Validity of a Computer Adaptive Assessment of Science Readiness for Use with Young Latino Children](#)

University of Miami

Greenfield, Daryl

Randall Penfield (University of North Carolina), Ximena Dominguez (SRI)

Related IES Projects: [Lens on Science: Development and Validation of a Computer-Administered, Adaptive, IRT-Based Science Assessment for Preschool Children](#) (R305A090502)

Publications:

EDUCATION LEADERSHIP

2004

R305E040085

[Assessing the Impact of Principals' Professional Development: An Evaluation of the National Institute for School Leadership](#)

University of Pennsylvania

Supovitz, Jonathan

Publications:

Barnes, C.A., Camburn, E., Sanders, B.R., and Sebastian, J. (2010). [Developing Instructional Leaders: Using Mixed Methods to Explore the Black Box of Planned Change in Principals' Professional Practice](#). *Educational Administration Quarterly*, 46(2): 241–279.

Camburn, E.M., Spillane, J., and Sebastian, J. (2010). [Assessing the Utility of a Daily Log for Measuring Principal Leadership Practice](#). *Educational Administration Quarterly*, 46(5): 707-737.

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May, H. and Supovitz, J.A. (2011). [The Scope of Principal Efforts to Improve Instruction](#). *Educational Administration Quarterly*, 47(2): 332-352.

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R305E040100

Learning from Efforts to Strengthen Educational Leadership in Urban School Districts

MDRC

Quint, Janet

Publications:

Quint, J.C., Akey, T.M., Rappaport, S., and Willner, C.J. (2007). [*Instructional Leadership, Teaching Quality, and Student Achievement: Suggestive Evidence From Three Urban School Districts*](#). New York, NY: MDRC.

2005

R305E050082

The Coaching Model: A Collaborative Pilot Program

School Leadership Center of Greater New Orleans

Riedlinger, Brian

Publications:

R305E050135

Study of Innovative School Leadership Performance Evaluation Systems

University of Wisconsin, Madison

Milanowski, Anthony T.

Publications:

Kimball, S.M., and Milanowski, A.T., and McKinney, S.A. (2009). [*Assessing the Promise of Standards-Based Performance Evaluation for Principals: Results From a Randomized Trial*](#). *Leadership and Policy in Schools*, 8 (3): 233–236.

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R305A070298

Improving Principal Leadership Through Feedback and Coaching

Vanderbilt University

Bickman, Leonard

Publications:

Huff, J., Preston, C., and Goldring, E. Implementation Of A Coaching Program For School Principals: Evaluating Coaches' Strategies and The Results. *Educational Management, Administration and Leadership*. 41(4).

2008

R305A080370

[The Development and Validation of the Vanderbilt Assessment of Leadership in Education](#)

University of Pennsylvania

Porter, Andrew

Publications:

Cravens, X., Goldring, E.B., Porter, A.C., Polikoff, M.S., Murphy, J., and Elliott, S.N. (2013). Setting Proficiency Standards for School Leadership Assessment: An Examination of Cut Score Decision Making. *Educational Administration Quarterly*, 49(1): 124-160.

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Goldring, E., Porter, A., Murphy, J., Elliott, S.N., and Cravens, X. (2009). [Assessing Learning-centered Leadership: Connections to Research, Professional Standards, and Current Practices.](#) *Leadership and Policy in Schools*, 8: 1–36.

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Polikoff, M.S., May, H., Porter, A.C., Elliott, S.N., Goldring, E., and Murphy, J. (2009). [An Examination of Differential Item Functioning in the Vanderbilt Assessment of Leadership in Education.](#) *Journal of School Leadership*, 19(6): 661-679.

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Porter, A.C., Polikoff, M., Goldring, E.B., Murphy, J., Elliott, S.N., and May, H. (2010). [Developing a Psychometrically Sound Assessment of School Leadership: The VAL-ED as a Case Study.](#) *Educational Administration Quarterly*, 46 (2): 135–173.

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Test and Test Manuals Developed Under this Award

Elliott, S.N., Murphy, J., Goldring, E., and Porter, A. (2008). *VAL-ED Handbook: Implementation and interpretation of the Vanderbilt Assessment of Leadership in Education*. Nashville: Discovery Education Assessments

Elliott, S.N., Murphy, J., Goldring, E., and Porter, A. (2008). *VAL-ED Users' Guide*. Nashville: Discovery Education Assessments.

Porter, A.C., Murphy, J., Goldring, E.B., and Elliott, S.N. (2008). *VAL-ED: The Vanderbilt Assessment of Leadership in Education*. Nashville: Discovery Education Assessments.

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R305A080696

[A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program](#)

Texas A&M University
Goddard, Roger

Publications:

Goddard, R.D., Goddard, Y.L., Kim, E.S., and Miller, R.J. (2012). Coherent Evidence: The Roles Of Instructional Leadership, Teacher Collaboration, and Collective Efficacy Beliefs. *American Educational Research Journal*.

Jacob, R., Goddard, R., and Kim, E.S. (2012). Assessing The Use Of Aggregate Data In The Evaluation Of School-Based Interventions: Implications For Evaluation Research and State Policy Regarding Public Use Data. *Educational Evaluation and Policy Analysis*.

2009

R305A090265

[Developing and Validating the Next Generation of Leadership Evaluation Tools: Formative Assessment for High Stakes Accountability](#)

University of Wisconsin
Halverson, Richard
Carolyn Kelley

Publications:

R305A090316

[School Leadership for Student Achievement: A Survey and Quasi-Experimental Analysis of Leadership in Florida](#)

University of Wisconsin
Camburn, Eric

Publications:

R305A090421

[School Leader Communication Model \(SLCM\)](#)

Syracuse University
Dotger, Benjamin

Project Website: <http://edusims.syr.edu/>

Publications:

Dotger, B. (2012). The School Leader Communication Model: An Emerging Method For Bridging School Leader Preparation and Practice. *Journal of School Leadership*, 21(6): 871-892.

Dotger, B. and Alger, A. (In Press). Challenging Parent, Challenged Curricula: Utilizing Simulated Interactions To Enhance School Leader Preparation. *Planning and Changing*.

2010

R305A100286

[Assessing School Leaders' Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study](#)

Board of Trustees of the Leland Stanford Junior University

Loeb, Susanna

Jason A. Grissom (University of Missouri)

Publications:

Grissom, J.A., and Loeb, S. (2011). Triangulating Principal Effectiveness: How Perspectives Of Parents, Teachers, and Assistant Principals Identify The Central Importance Of Managerial Skills. *American Education Research Journal*, 48(5): 1091-1123.

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R305A100289

[Learning Leadership: Kernel Routines for Instructional Improvement](#)

Northwestern University

Spillane, James

Brian Junker (Carnegie Mellon University), Richard Correnti (University of Pittsburgh)

Publications:

Spillane, J.P. (2012). Data In Practice: Conceptualizing The Data-Based Decision-Making Phenomena. *American Journal Of Education*, 118(2): 113-141.

EDUCATION POLICY, FINANCE, AND SYSTEMS

2004

R305E040031

[Low Cost Experiments to Support Local School District Decisions](#)

Empirical Education, Inc.

Newman, Denis

Publications:

Cabalo, J.V., Ma, B., and Jaciw, A. (2007). *Comparative Effectiveness of Carnegie Learning's Cognitive Tutor Bridge to Algebra Curriculum: a Report of a Randomized Experiment in the Maui School District*. Palo Alto, CA: Empirical Education Inc.

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Newman, D. (2007). *Generalization and the Unit of Decision Making*. Palo Alto, CA: Empirical Education Inc.

Newman, D. (2007). *The District Motivation and Design Constraints of Experimental Evaluations*. Palo Alto, CA: Empirical Education Inc.

R305E040056

[Public School Choice: Magnet Schools, Peer Effects, and Student Achievement](#)

Vanderbilt University

Goldring, Ellen

Related IES Projects: [National Research and Development Center on School Choice](#)
(R305A040043)

Publications:

Ballou, D. (2009). Magnet School Outcomes. In M. Berends, M.G. Springer, D. Ballou, and H.J. Walberg (Eds.), *Handbook of Research on School Choice*. New York, NY: Taylor and Francis Group.

Goldring, E. (2009). Perspectives on Magnet Schools. In M. Berends, M.G. Springer, D. Ballou, and H.J. Walberg (Eds.), *Handbook of Research on School Choice*. New York, NY: Taylor and Francis Group.

R305E040096

[How Should We Organize Primary Schooling? Grade Span, School Size and Student Academic Achievement](#)

New York University

Stiefel, Leanna

Publications:

Rubenstein, R., Schwartz, A.E., Stiefel, L., and Zabel, J. (2009). Spending, Size, and Grade Span in K–8 Schools, *Education Finance and Policy*, 4 (1): 60–88.

Schwartz, A., Stiefel, L., Rubenstein, R., and Zabel, J. (2011). The Path Not Taken: How Does School Organization Affect Eighth-Grade Achievement?. *Educational Evaluation and Policy Analysis*, 33(3): 293-317.

2005

R305E050052

[Implementing Public School Choice in Charlotte, NC: Impacts on Student Outcomes, Competitiveness and Racial Segregation](#)

National Bureau of Economic Research

Kane, Thomas

Publications:

Hastings, J.S., Kane, T.J., and Staiger, D.O. (2005). Parental Preferences and School Competition: Evidence From a Public School Choice Program (NBER Working Paper #11805). Cambridge, MA: National Bureau of Economic Research, Inc.

Hastings, J.S., Kane, T.J., and Staiger, D.O. (2006). Preferences and Heterogeneous Treatment Effects in a Public Choice Lottery (NBER Working Paper #12145). Cambridge, MA: National Bureau of Economic Research, Inc.

Hastings, J.S., Kane, T.J., and Staiger, D.O. (2006). Gender and Performance: Evidence From School Assignment by Randomized Lottery. *American Economic Review*, 96(2): 232–236.

Hastings, J.S., Kane, T.J., Staiger, D.O., and Weinstein, J.M. (2007). The Effects of Randomized School Admissions on Voter Participation. *Journal of Public Economics*, 91 (5/6): 915–937.

R305E050089

Cost Accounting for Student-Level Resources

Pennsylvania State University
Hartman, William

Publications:

Denison, D.V., Hartman, W.T., Stiefel, L., and Deegan, M.M. (2011). A Model for School-level Resource Reporting. *Public Performance and Management Review*, 35(1): 29-53.

R305E050137

The Unintended Consequences of a Major Education Policy Reform: California's Class Size Reduction, Student Achievement, and the 'Social Multiplier'

National Bureau of Economic Research
Bayer, Patrick

Publications:

Bayer, P., Fernando, F., and Mcmillan, R. (2007). [A Unified Framework for Measuring Preferences for Schools and Neighborhoods](#), *Journal of Political Economy*, 115 (4):2001–2052.

2006

R305E060025

Do Lower Barriers to Entry Affect Student Achievement and Teacher Retention: The Case of Math Immersion

State University of New York, Albany
Wyckoff, James

Publications:

Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., and Wyckoff, J. (2012). Recruiting Effective Math Teachers: Evidence From New York City. *American Educational Research Journal*, 49(6): 1008-1047.

2007

R305A070117

Determinants of Student Outcomes in an Urban School District: Educational Interventions and Family Choices

Carnegie Mellon University
Epple, Dennis

Related IES Projects: [Estimation and Inference in Education Research when Actions by Participants Impact Validity and Availability of Data](#) (R305D090016)

Publications:

Tharp-Taylor, N., Dembosky, and Gill. (2007). [Partners in Pittsburgh Schools' Excellence for All Initiative: Findings from the First Year of Implementation](#). Santa Monica, CA: RAND DB-544.

Engberg, J., Gill, B., Zamarro, G., Zimmer, R. (2012) Closing Schools In A Shrinking District: Do Students Outcomes Depend On Which Schools Are Closed? *Journal of Urban Economics* 71: 189-203.

Engberg, J, Epple, D., Imbrogno, J., Sieg, H. and R. Zimmer (2014). Evaluating Education Programs That Have Lotteried Admission and Selective Attrition. *Journal of Labor Economics*.

R305A070377

The Effects of Racial School Segregation on the Black-White Achievement Gap

Stanford University

Reardon, Sean

Related IES Projects: [Addressing Practical Problems in Achievement Gap Estimation: Nonparametric Methods for Censored Data](#) (R305D110018)

Publications:

Ho, A.D., and Reardon, S.F. (2012). Estimating Achievement Gaps from Test Scores Reported in Ordinal 'Proficiency' Categories. *Journal of Educational and Behavioral Statistics* 37(4):489-517. Awarded the AERA Palmer O. Johnson Award, for the best article published in an AERA journal in 2012.

Reardon, S.F., and Rhodes, L. (2011). The Effects of Socioeconomic School Integration Plans on Racial School Desegregation. In Erica Frankenberg and Elizabeth DeBray (Eds.), *Integrating Schools in a Changing Society: New Policies and Legal Options for a Multiracial Generation*. Chapel Hill: University of North Carolina Press.

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R305A070381

Evaluation of the Kalamazoo Promise

Western Michigan University

Miron, Gary

Publications:

Miron, G., Jones, J.N., and Kelaher-Young, A.J. (2011). [The Kalamazoo Promise and Perceived Changes in School Climate](#). *Education Policy Analysis Archives*, 19(17).

Jones, J., Miron, G., and Kelaher Young, A.J. (2012). [The Kalamazoo Promise and Perceived Changes in Teacher Beliefs, Expectations, and Behaviors](#). *Journal of Educational Research*, 105(1): 36-51.

2008

R305A080038

[Creating an Integrated Resource Information System to Assess Student, Teacher, Classroom, and School Effects on Value-Added Student Learning Gains and to Support More Cost-Effective Budgeting](#)

University of Wisconsin

Odden, Allan

Robert Meyer

Publications:

Kraemer, S., Geraghty, E., Lindsey, D., and Raven, C. (2010). School Leadership View of Human and Organizational Factors in Performance Management: A Comparative Analysis of High-and Low-Performing Schools. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 54, No. 17, pp. 1287-1291). SAGE Publications.

Watson, J., Smith, T. J., Kraemer, S., Halverson, R., and Woodcock, A. (2009). Macroergonomics in Education: On Your Mark, Set, GO!. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 53, No. 16, pp. 1042-1046). SAGE Publications.

R305A080202

[Catholic School Prices, Private School Attendance, and Student Outcomes](#)

National Bureau of Economic Research

Dynarski, Susan

Publications:

Dynarski, S., Gruber, J., and Li, D. (2009). *Cheaper By the Dozen: Using Sibling Discounts at Catholic Schools to Estimate the Price Elasticity of Private School Attendance*. (NBER Working Paper #15461). Cambridge, MA: National Bureau of Economic Research, Inc.

R305A080280

[School Responses to AYP Classification Due to Student Subgroups and the Relationship to Student Achievement](#)

University of Pennsylvania

Supovitz, Jonathan

Publications:

Beaver, J.K. and Weinbaum, E.H. (2012). Measuring School Capacity, Maximizing School Improvement. *CPRE Policy Brief*. Philadelphia: Consortium for Policy Research in Education.

Weinbaum, E.H., Weiss, M. and Beaver, J.K. (2012). Learning From NCLB: School Responses To Accountability Pressure. *CPRE Policy Brief*. Philadelphia, Consortium for Policy Research in Education.

Weiss, M.J. and Weinbaum, E.H. (Under Review). Multiple rating score Regression Discontinuity Design: Lessons from attempting to estimate the effect of Adequate Yearly Progress (AYP) labels. *CPRE Technical Report*. Philadelphia: Consortium for Policy Research in Education.

R305A080309

Kids Integrated Data System (KIDS): An Evidence-Based System for Enhancing Educational Proficiency and Social Adjustment

Trustees of the University of Pennsylvania

Fantuzzo, John

Publications:

Fantuzzo, J., Perlman, S., and Dobbins, E., (2011). Types and Timing Of Child Maltreatment and Early School Success: A Population-Based Investigation. *Children and Youth Services Review*, 33: 1404-1411.

LeBoeuf, W.A., Fantuzzo, J.W., and Lopez, M.L. (2010). [Measurement and Population Miss-Fits: A Case Study on the Importance of Using Appropriate Measures to Evaluate Early Childhood Interventions.](#) *Applied Developmental Science*, 14 (1): 45–53.

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Rouse, H.L., Fantuzzo, J.W., and LeBoeuf, W. (2011). Comprehensive Challenges for the Well Being of Young Children: A Population-based Study of Publicly Monitored Risks in a Large Urban Center. *Child and Youth Care Forum* .

R305A080372

Massachusetts Expanded Learning Time: Implementation and Outcomes

Massachusetts Department of Elementary and Secondary Education

Conaway, Carrie

Project Website: <http://www.doe.mass.edu/research/reports/eval.html>

Publications:

2009

R305A090019

The Impact of School Accountability Sanctions on Student Outcomes: Evidence from North Carolina

Duke University

Vigdor, Jacob

Thomas Ahn

Publications:

R305A090032

[The Effects of No Child Left Behind on Student Outcomes and School Services](#)

Columbia University
Rockoff, Jonah
Randall Reback (Barnard College)

Publications:

R305A090039

[Modeling Longitudinal Effects of New York City's 5th Grade Promotion Policy on Student Achievement through a Regression Discontinuity Design](#)

RAND Corporation
Mariano, Louis
Sheila Kirby

Publications:

R305A090162

[A Randomized Trial of Reducing Stereotype Threat Among Minority and Economically Disadvantaged Students](#)

National Bureau of Economic Research
Dee, Thomas

Publications:

R305A090252

[Collaborative, Technology-Enhanced Lesson Planning as an Organizational Routine for Continuous, School-Wide Instructional Improvement](#)

University of Pittsburgh
Stein, Mary

Publications:

Stein, M.K., Russell, J., and Smith, M.S. (2011). The Role Of Tools In Bridging Research and Practice In An Instructional Improvement Effort. In W. Tate, K. King and C. Anderson (Eds.), *Disrupting Tradition: Research and Practice Pathways In Mathematics Education* (pp. 33-44). Reston, VA: National Council of Teachers of Mathematics.

Smith, M.S., Cartier, J.L., Eskelson, S.L., and Tekkumru-Kisa, M. (*in press*). Building A School-University Collaboration: A Search For Common Ground. To Appear In J. Bay- Williams and B. Speer (Eds.), *Professional Collaborations In Mathematics Teaching and Learning: Seeking Success For All. The Seventy-Fourth Yearbook Of The National Council Of Teachers Of Mathematics* (2012). Reston, Va: National Council Of Teachers Of Mathematics.

R305A090301

A Multisite Evaluation of the Implementation and Impact of Supplemental Educational Services

University of Wisconsin
Heinrich, Carolyn

Grant Transferred to: University of Texas at Austin, Award Number R305A100995

Publications:

Good, A., Burch, P., Stewart, M., Acosta, R., and Heinrich, C. (accepted). Instruction Matters: Lessons from a Mixed Method Evaluation of Out-of-School Time Tutoring Under No Child Left Behind. *Teachers College Record*.

Heinrich, C., and Nisar, H. (2013). The Efficacy of Private Sector Providers in Improving Public Educational Outcomes. *American Educational Research Journal*. First published on May 21, 2013
doi:10.3102/0002831213486334.

R305A090369

Summer School and Summer Learning: An Examination of Selection, Implementation, and Program Effects in a Multiyear Randomized Trial

University of Oregon
Zvoch, Keith

Publications:

Zvoch, K., and Stevens, J.J. (2013). Summer School Effects in a Randomized Trial. *Early Childhood Research Quarterly*, 28(1): 24-32.

Zvoch, K. (2011). Summer School and Summer Learning: An Examination Of The Short- and Longer Term Changes In Student Literacy. *Early Education and Development*, 22(4): 649-675.

Zvoch, K. (2012). How Does Fidelity of Implementation Matter? Using Multilevel Models to Detect Relationships Between Participant Outcomes and the Delivery and Receipt of Treatment. *American Journal of Evaluation*, 33(4): 547-565.

R305A090481

Systems Leadership in Middle School: A School Policy Intervention With Random Assignment

University of South Florida
Borman, Kathryn
Brian Rowan (University of Michigan)

Publications:

R305A090581

Reclassification of English Language Learners as Fully English Proficient

University of California, Los Angeles

Herman, Joan

Publications:

Kim, J. and Herman, J. L. (2010). *When To Exit ELL Students: Monitoring Subsequent Success and Failure In Mainstream Classrooms After Ells' Reclassification* (CRESST Report 779). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). ([ERIC ED 520430](#)).

Kim, J. (2011). *Relationships Among and Between ELL Status, Demographic Characteristics, Enrollment History, and School Persistence* (CRESST Report 810). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). ([ERIC ED 527529](#)).

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2010

R305A100040

Alignment Across K–12 Writing Standards, Assessments, Achievement, and Postsecondary Expectations: A State-by-State Analysis

Michigan State University

Troia, Gary

Natalie G. Olinghouse (University of Connecticut)

Publications:

Troia, G.A. (2013). Writing Instruction Within A Response To Intervention Framework: Prospects and Challenges For Elementary and Secondary Classrooms. In S. Graham, C.A. MacArthur, and J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (2nd ed., pp. 403-427). New York: Guilford Press.

R305A100358

Turnaround Intervention for Transformation of High-Need Schools

Turnaround for Children, Inc.

Stamler, Joan

Rebecca Herman (AIR)

Publications:

R305A100630

Strategic School Funding for Results Project, Phase II

American Institutes for Research

Chambers, Jay

Jim Brown

Publications:

Haxton, C.L., Chambers, J. G., Manship, K., Cruz, L. and O’Neil, C. (2012). Perspectives Of Central Office Staff, Principals, Teachers, and School Site Councils On Resource Allocation and SSFR Implementation In 2010–11 (Twin Rivers Unified School District). Washington, DC: American Institutes for Research. Retrieved from

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R305A100706

Preventing Truancy in Urban Schools Through Provision of School Services by Truancy Officers

National Opinion Research Center (NORC)

Guryan, Jonathan

Jens Ludwig (University of Chicago)

Grant Transferred to: Northwestern University, Award Number R305A120809

Publications:

2011

R305A110112

Evaluating the Success of Undergraduates in the U-Pace Intervention to Improve Academic Achievement for All Postsecondary Education Students

University of Wisconsin at Milwaukee

Reddy, Diane

Raymond Flemming, Laura Pedrick, Rodney Swain, Simone Conceicao, Cindy Walker

Publications:

Reddy, D.M., Fleming, R., Pedrick, L.E., Jirovec, D.L., Pfeiffer, H.M., Ports, K.A., Barnack-Tavlaris, J. L., Helion, A.M., and Swain, R.A. (2013). U-Pace instruction: Improving student success by integrating content mastery and amplified assistance. *Journal of Asynchronous Learning Networks*, 17(1): 147 –154.

R305A110136

[An Efficacy Trial of Two Interventions Designed to Reduce Stereotype Threat Vulnerability and Close Academic Performance Gaps](#)

Board of Regents of the University of Wisconsin System

Borman, Geoffrey

Adam Gamoran

Publications:

R305A110149

[Assessing the Efficacy of Online Credit Recovery in Algebra I for At-Risk Ninth Graders](#)

American Institutes for Research

Heppen, Jessica

Elaine Allensworth (Consortium on Chicago School Research), Kirk Walters and Anja Kurki (American Institutes for Research)

Publications:

R305A110242

[Strategic Responses to School Accountability](#)

The Urban Institute

Ozek, Umut

Michael Hansen

Grant Transferred to: American Institutes for Research, Award Number R305A110968

Publications:

R305A110420

[Developing More Effective Test-Based Accountability by Improving Validity Under High-Stakes Conditions](#)

President and Fellows of Harvard College

Koretz, Daniel

Jennifer Jennings (New York University)

Publications:

R305A110697

The Impact of Incentives to Recruit and Retain Teachers in “Hard-to-Staff” Subjects: An Analysis of the Florida Critical Teacher Shortage Program

Florida State University

Sass, Tim

Li Feng (Texas State University-San Marcos)

Grant Transferred to: Georgia State University, Award Number R305A110967

Publications:

R305A110913

Strengthening School Leaders' Instructional Leadership Practice Through Developing Teachers' Abilities to Integrate Technology in Support of Student Learning

Rectors and Visitors of the University of Virginia

Dexter, Sara

Project Website: <http://canlead.net>

Publications:

EDUCATION TECHNOLOGY

2008

R305A080141

[Advancing Ecosystems Science Education via Situated Collaborative Learning in Multi-User Virtual Environments](#)

President and Fellows of Harvard College, Graduate School of Education
Dede, Christopher

Publications:

Clarke-Midura, J., Dede, C., and Norton, J. (2011). Next Generation Assessments for Measuring Complex Learning in Science. In Policy Analysis for California Education and Rennie Center for Education Research & Policy, *The Road Ahead for State Assessments* (pp. 27-40). MA: Rennie Center for Education Research & Policy.

Clarke-Midura, J., and Yudelson, M. V. (2013). Towards Identifying Students' Causal Reasoning Using Machine Learning. In *Artificial Intelligence in Education* (pp. 704-707). Springer Berlin Heidelberg.

Code, J., Clarke-Midura, J., Zap, N., and Dede, C. (2011). Student Perceptions of Immersive Virtual Environments for the Meaningful Assessment of Learning. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications* (Vol. 2011, No. 1, pp. 358-367).

R305A080514

[Virtual Performance Assessments for Measuring Student Achievement in Science](#)

President and Fellows of Harvard College, Graduate School of Education
Dede, Christopher

Publications:

Clarke, J., and Dede, C. (2010). Assessment, Technology, and Change. *Journal of Research in Teacher Education*, 42(3): 309–328.

R305A080589

[The Writing Pal: An Intelligent Tutoring System that Provides Interactive Writing Strategy Training](#)

University of Memphis
McNamara, Danielle

Related IES Projects: [Exploration of Automated Writing Strategy Instruction for Adolescent Writings Using The Writing Pal](#) (R305A120707) and [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#) (R305C120001)

Publications:

Crossley, S.A. and McNamara, D.S. (2009). Computationally Assessing Lexical Differences In L1 and L2 Writing. *Journal Of Second Language Writing*, 18: 119-135.

- Crossley, S.A. and McNamara, D.S. (2010). Cohesion, Coherence, and Expert Evaluations Of Writing Proficiency. In R. Catrambone and S. Ohlsson (Eds.), *Proceedings Of The 32nd Annual Conference Of The Cognitive Science Society* (pp.984-989). Austin, TX: Cognitive Science Society.
- Crossley, S.A., and McNamara, D.S. (2011). Text Coherence and Judgments Of Essay Quality: Models Of Quality and Coherence. *Proceedings Of The 33rd Annual Conference Of The Cognitive Science Society*.
- Crossley, S.A., and McNamara, D.S. (2011). Understanding Expert Ratings Of Essay Quality: Coh-Matrix Analyses Of First and Second Language Writing. *IJCELL*, 21: 170-191.
- Crossley, S.A., and McNamara, D.S. (In Press). Predicting Second Language Writing Proficiency: The Role Of Cohesion, Readability, and Lexical Difficulty. *Journal Of Research In Reading*.
- Crossley, S.A., and McNamara, D.S. (In Press). Shared Features Of L2 Writing: Intergroup Homogeneity and Text Classification. *Journal Of Second Language Writing*.
- Crossley, S.A., and Salsbury, T. (2011). The Development Of Lexical Bundle Accuracy and Production In English Second Language Speakers. *IRAL: International Review Of Applied Linguistics In Language Teaching*, 49: 1-26.
- Crossley, S.A., Greenfield, J., and McNamara, D.S. (2008). [Assessing Text Readability Using Cognitively Based Indices](#). *TESOL Quarterly*, 42(3): 475-493.
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- Crossley, S.A., Salsbury, T., and McNamara, D.S. (2012). Predicting The Proficiency Level Of Language Learners Using Lexical Indices. *Language Testing*, 29(2): 243-263.
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- Crossley, S.A., Salsbury, T., McNamara, D.S., and Jarvis, S. (2011). Predicting Lexical Proficiency In Language Learner Texts Using Computational Indices. *Language Testing*, 28(4): 561-580.
- Crossley, S.A., Weston, J.L., Sullivan, S., and McNamara, D.S. (2011). The Development Of Writing Proficiency As A Function Of Grade Level: A Linguistic Analysis. *Written Communication*, 28(3): 282-311.
- D’Mello, S., Dowell, N., and Graesser, A.C. (In Press). Does It Really Matter Whether Students’ Contributions Are Spoken Versus Typed In An Intelligent Tutoring System With Natural Language? *Journal Of Experimental Psychology: Applied*.
- D’Mello, S.K. , and Graesser, A.C. (In Press). Cohesion Relationships In Tutorial Dialogues As Predictors Of Learners’ Affective States. In P. McCarthy and C. Boonthum (Eds.), *Applied Natural Language Processing and Content Analysis: Identification, Investigation, and Resolution*. IGI Global.
- Dempsey, K.B., McCarthy, P.M., Myers, J.C., Weston, J., and McNamara, D.S. (2009). Determining Paragraph Type From Paragraph Position. In C.H. Lane and H.W. Guesgen (Eds.), *Proceedings Of The 22nd International Florida Artificial Intelligence Research Society (FLAIRS) Conference* (pp.33-38). Menlo Park, CA: The AAAI Press.

- D'Mello, S.K., Graesser, A.C., and King, B. (2010). Toward Spoken Human-Computer Tutorial Dialogues. *Human Computer Interaction, 25*: 289-323.
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- Duran, N.D., Hall, C., McCarthy, P.M., and McNamara, D.S. (2010). The Linguistic Correlates Of Conversational Deception: Comparing Natural Language Processing Technologies. *Applied Psycholinguistics, 31*(3): 439-462.
- Duran, N.D., Hall, C., McCarthy, P.M., and McNamara, D.S. (In Press). Pragmatic Deception and The Role Of Lying. *Applied Psycholinguistics*.
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R305A080594

Guru: A Computer Tutor that Models Expert Human Tutors

University of Memphis

Olney, Andrew

Related IES Project: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)
(R305C120001)

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R305A080596

[Explicit Scaffolding for Word Learning in Context through Multimedia Word Annotation](#)

University of California, Santa Cruz
Scott, Judith

Publications:

R305A080614

[SimScientists: Interactive Simulation-Based Science Learning Environments](#)

WestEd

Quellmalz, Edys

Related IES Projects: [SimScientists Assessment System](#) (R305A120390) and [SimScientists Model Progressions](#) (R305A130160)

Publications:

R305A080622

[Expanding the Science and Literacy Curricular Space: The GlobalEd II Project](#)

University of Connecticut

Brown, Scott

Related IES Projects: [GlobalEd 2](#) (R305A130195)

Publications:

Brown, S. W., Lawless, K. A., and Boyer, M. A. (2013). Promoting Positive Academic Dispositions Using a Web-based PBL Environment: The GlobalEd 2 Project. *Interdisciplinary Journal of Problem-based Learning*, 7(1). Published first online.

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R305A080628

[Accelerating Fluency Development in an Automated Reading Tutor](#)

Carnegie Mellon University

Mostow, Jack

Paula Schwanenflugel (University of Georgia), Joseph Beck (Worcester Polytechnic Institute)

Related IES Projects: [Explicit Comprehension Instruction in an Automated Reading Tutor that Listens](#) (R305B070458) and [Developing Vocabulary in an Automated Reading Tutor](#) (R305A080157)

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R305A080664

[Teaching Every Student: Using Intelligent Tutoring and Universal Design to Customize the Mathematics Curriculum](#)

University of Massachusetts, Amherst
Woolf, Beverly

Publications:

Arroyo, I., Cooper, D.G., Bursleson, W., and Woolf, B.P. (2010). Bayesian Networks and Linear Regression Models of Students' Goals, Moods, and Emotions. In Ryan S.J.D. Baker, Kalina Yacef, (Eds.), *Handbook of educational data mining*, 323-338. New York, NY: Routledge Press.

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2009

R305A090394

[The Assess-as-You-Go Writing Assistant: A Student Work Environment that Brings Together Formative and Summative Assessment](#)

University of Illinois, Urbana-Champaign
Cope, William

Project Website: <http://newlearningonline.com/assess-as-you-go/>

Publications:

Cope, B., Kalantzis, M., McCarthy, S., Vojak, C., and Kline, S. (2011). Technology-Mediated Writing Assessments: Paradigms and Principles. *Computers and Composition* 28:79-96.

Kalantzis, M. and Cope, B.. 2011. [The Work of Writing in the Age of Its Digital Reproducibility](#). pp. 40-87 in *Rethinking Identity and Literacy Education in the 21st Century*, vol. 110: 1, edited by S. S. Abrams and J. Rowsell. New York: Teachers College Press.

Vojak, C., Kline, S., Cope, B., McCarthy, S., and Kalantzis, M. (2011). New Spaces and Old Places: An Analysis of Writing Assessment Software. *Computers and Composition* 28:97-111.

Books:

Cope, B., Kalantzis M., and Magee, L. (2011). *Towards a Semantic Web: Connecting Knowledge in Academic Research*. Cambridge UK: Woodhead Publishing.

Kalantzis, M. and Cope, B. (2012). *Literacies*. Cambridge UK: Cambridge University Press.

Kalantzis, M. and Cope, B. (2012). *New Learning: Elements of a Science of Education*. 2nd Ed. Cambridge UK: Cambridge University Press

R305A090460

[Adapterrex: Exploring the Learning Benefits of Erroneous Examples and Their Dynamic Adaptations Within the Context of Middle School Mathematics](#)

Carnegie Mellon University
McLaren, Bruce

Publications:

Adams, D., McLaren B.M., Durkin, K., Mayer, R.E., Rittle- Johnson, B., Isotani, S., and Van Velsen, M. (2012). Erroneous Examples Versus Problem Solving: Can We Improve How Middle School Students Learn Decimals? In N.Miyakem, D. Peebles, and R.P. Coppers (Eds.), *Proceedings of the 34th Meeting of the Cognitive Science Society (CogSci 2012)*. (pp. 1260-1265). Sapporo, Japan: Cognitive Science Society.

Gogvadze, G., Sosnovsky, S., Isotani, S., and McLaren, B.M. (2011). Evaluating A Bayesian Student Model Of Decimal Misconceptions. In M. Pechenizkiy, T. Calders, C. Conati, S. Ventura, C. Romero, and J. Stamper (Eds.), *Proceedings of the 4th International Conference on Educational Data Mining (EDM 2011)*. (pp. 301-306). ISBN: 978-90-386-2537-9.

Gogvadze, G., Sosnovsky, S., Isotani, S., and McLaren, B.M. (2011). Towards A Bayesian Student Model For Detecting Decimal Misconceptions. In: T. Hirashima et al. (Eds.), *Proceedings of the 19th International Conference on Computers in Education (ICCE-2011)*. (pp. 34-41). Asia-Pacific Society for Computers in Education, Chiang Mai, Thailand.

Isotani, S., Adams, D., Mayer, R.E., Durkin, K., Rittle-Johnson, B., and McLaren, B.M. (2011). Can Erroneous Examples Help Middle-School Students Learn Decimals? In: C. Kloos, D. Gillet, R. C. Garcia, F. Wild and M. Wolpers (Eds.): *Towards Ubiquitous Learning: Sixth European Conference on Technology Enhanced Learning: (EC-TEL-2011)*. Lecture Notes in Computer Science 6964 (pp. 181-195). Springer Berlin / Heidelberg.

McLaren, B.M. and Isotani, S. (2011). When Is It Best To Learn With All Worked Examples? In G. Biswas, S. Bull, J. Kay, and A. Mitrovic (Eds.), *Proceedings of the 15th International Conference on Artificial Intelligence in Education (AIED- 2011)*. Lecture Notes in Computer Science, 6738. (pp. 222-229). Berlin: Springer.

McLaren, B.M., Adams, D., Durkin, K., Gogvadze, G. Mayer, R.E., Rittle- Johnson, B., Sosnovsky, S., Isotani, S., and Van Velsen, M. (2012). To Err Is Human, To Explain and Correct Is Divine: A Study Of Interactive Erroneous Examples With Middle School Math Students. In: A. Ravenscroft, S. Lindstaedt, C. Delgado Kloos, and D. Hernández-Leo (Eds.), *Proceedings of EC-TEL 2012: Seventh European Conference on Technology Enhanced Learning*, LNCS 7563 (pp. 222- 235).

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R305A090476

[STEPS to Literacy: An Integrated Digital Writing Space for English Language Learners](#)

Columbia University, Teachers College

Kleifgen, JoAnne

Charles Kinzer

Publications:

R305A090519

[Learning by Teaching Synthetic Student: Using SimStudent to Study the Effect of Tutor Learning](#)

Carnegie Mellon University

Matsuda, Noboru

Kenneth R. Koedinger, William W. Cohen (Carnegie Mellon University), Gabriel Stylianides (University of Pittsburgh)

Publications:

Matsuda, N., Yarzebinski, E., Keiser, V., Raizada, R., Stylianides, G., Cohen, W.W., et al. (2012). Motivational Factors For Learning By Teaching: The Effect Of A Competitive Game Show In A Virtual Peer-Learning Environment. In S. Cerri and W. Clancey (Eds.), *Proceedings of International Conference on Intelligent Tutoring Systems* (pp. 101-111). Heidelberg, Berlin: Springer-Verlag.

Matsuda, N., Keiser, V., Raizada, R., Yarzebinski, E., Watson, S., Stylianides, G.J., et al. (2012). Studying The Effect Of Tutor Learning Using A Teachable Agent That Asks The Student Tutor For Explanations. In M. Sugimoto, V. Aleven, Y. S. Chee and B. F. Manjon (Eds.), *Proceedings of the International Conference on Digital Game and Intelligent Toy Enhanced Learning (DIGITEL 2012)* (pp. 25-32). Los Alamitos, CA: IEEE Computer Society.

Matsuda, N., Keiser, V., Raizada, R., Tu, A., Stylianides, G., Cohen, W.W., et al. (2010). Learning By Teaching Simstudent: Technical Accomplishments and An Initial Use With Students. In V. Aleven, J. Kay and J. Mostow (Eds.), *Proceedings of the International Conference on Intelligent Tutoring Systems* (pp. 317-326). Heidelberg, Berlin: Springer.

Matsuda, N., Cohen, W.W., Koedinger, K.R., and Stylianides, G. (2010). Learning To Solve Algebraic Equations By Teaching A Computer Agent. In M.F. Pinto and T.F. Kawasaki (Eds.), *Proceedings of the Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 69).

2010

R305A100105

[A Technology-Rich Teacher Professional Development Intervention that Supports Content-Based Curriculum Development for English Language Learners](#)

Educational Testing Service

Burstein, Jill

Publications:

Burstein, J., Sabatini, J., and Shore, J. (in press). Developing NLP Applications for Educational Problem Spaces, In R. Mitkov (Editor), *Oxford Handbook of Computational Linguistics*.

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R305A100110

[Developing and Evaluating a Technology-Based Fractions Intervention Program for Low-Achieving and At-Risk Students](#)

Vanderbilt University

Hasselbring, Ted

Publications:

Mendiburo, M and Biswas, G. (2011). Virtual Manipulatives In A Computer-Based Learning Environment: How Experimental Data Informs The Design Of Future Systems. In G. Biswas, S. Bull, J. Kay, A. Mitrovic (Eds.), *Artificial Intelligence in Education: 15th International Conference* (pp. 510-512). Berlin: Springer-Verlag.

Mendiburo, M., Biswas, G., and Hasselbring, T. (2012). Design-Based Research In Practice: A Technology-Based Classroom Experiment That Explores How Students Use Virtual Manipulatives To Order Groups Of Fractions. In van Aalst, J., Thompson, K., Jacobson, M.J., and Reimann, P. (Eds.), *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences (ICLS 2012) – Volume 2, Short Papers, Symposia, and Abstracts* (pp. 573-574). International Society of the Learning Sciences: Sydney, NSW, Australia.

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R305A100267

[Mathematics Preschool --> 3: Development and Evaluation of Mathematics Software for Children from Preschool to Grade 3](#)

Columbia University, Teachers College
Ginsburg, Herbert
Paul Horwitz (Educational Network Services)

Publications:

R305A100782

[Habitat Tracker: Learning About Scientific Inquiry Through Digital Journaling at Wildlife Centers](#)

Florida State University
Marty, Paul
Ian Douglas, Sherry Southerland, Victor Sampson

Publications:

Alemanne, N. D., Sampson, V., Marty, P. F., Kazmer, M. M., Douglas, I., Clark, A., ... and Mendenhall, A. (2012). Habitat Tracker: Engaging students with scientific inquiry through technology and curriculum support. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-4.

Marty, P. F., Alemanne, N. D., Mendenhall, A., Maurya, M., Southerland, S. A., Sampson, V., ... and Schellinger, J. (2013). Scientific inquiry, digital literacy, and mobile computing in informal learning environments. *Learning, Media and Technology*, (ahead-of-print), 1-22.

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R305A100875

[DeepTutor: An Intelligent Tutoring System Based on Deep Language and Discourse Processing and Advanced Tutoring Strategies](#)

University of Memphis
Rus, Vasile

Related IES Project: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)
(R305C120001)

Publications:

Graesser, A.C., and McNamara, D.S. (2011). Computational Analyses Of Multilevel Discourse Comprehension. *Topics In Cognitive Science*, 3(2): 371-398.

Kopp, K.J., Britt, M., Millis, K., and Graesser, A.C. (2012). Improving the Efficiency of Dialogue in Tutoring. *Learning and Instruction*, 22(5): 320-330.

Lintean, M. and Rus, V. (2011). Dissimilarity Kernels for Paraphrase Identification. In *Proceedings of the 24th International Florida Artificial Intelligence Research Society Conference*. Palm Beach, FL.

Lintean, M. and Rus, V. (in press). Measuring Semantic Similarity in Short Texts through Greedy Pairing and Word Semantics. *Proceedings of the 25th International Florida Artificial Intelligence Research Society Conference*. Marco Island, FL.

Lintean, M., Rus, V., Cai, Z., Witherspoon-Johnson, A., Graesser, A.C., and Azevedo, R. (2012). Computational aspects of the intelligent tutoring system MetaTutor. In P. McCarthy and C. Boonthum-Denecke (Eds.), *Applied natural language processing: Identification, investigation, and resolution* (pp. 247-260). Hershey, PA: IGI Global.

Mavrikis, M., D’Mello, S. K., Porayska-Pomsta, K., Cocea, M., and Graesser, A.C. (in press). Modeling Affect By Mining Students Interactions With Learning Environments. In Romero et al. (Eds.), *Handbook of Educational Data Mining*. CRC Press.

McNamara, D.S., Jackson, G.T., and Graesser, A.C. (In Press). Intelligent Tutoring and Games (Itag). In Y.K. Baek (Ed.), *Gaming For Classroom-Based Learning: Digital Role-Playing As A Motivator Of Study*. IGI Global.

Millis, K., Forsyth, C., Butler, H., Wallace, P., Graesser, A.C., and Halpern, D. (2011). Operation ARIES! A serious game for teaching scientific inquiry. In M. Ma, A. Oikonomou, and J. Lakhmi (Eds.), *Serious games and edutainment applications* (pp.169-196). London: Springer-Verlag.

Rus, V. and Niraula, N. B. (2012). Automated Detection of Local Coherence in Short Essays Based on Centering Theory, *CICLing 2012*: 450-461.

Rus, V., and Lintean, M. (in press). A comparison of Greedy and Optimal Assessment of Natural Language Student Input Using Word-to-Word Similarity Metrics. *Proceedings of the 11th International Conference on Intelligent Tutoring Systems*. Chania, Crete, Greece.

Rus, V., Lintean, M., Graesser, A.C., and McNamara, D.S. (2012). Text-To-Text Similarity Of Statements. In P. McCarthy and C. Boonthum-Denecke (Eds.), *Applied Natural Language Processing: Identification, Investigation, and Resolution* (pp. 110-121). Hershey, PA: IGI Global.

Storey, J. K., Kopp, K.J., Wiemer, K., Chipman, P., and Graesser, A.C. (in press). Using AutoTutor to teach scientific critical thinking skills. *Behavior Research Methods*.

Sullins, J., Craig, S.D., and Graesser, A.C. (in press). The Influence Of Modality Of Deep Reasoning Questions. *International Journal of Learning Technology*, 5: 378-387.

2011

R305A110021

[Voyage to Galapagos: Development of a Differentiated Assistance Model in an Inquiry Learning Environment](#)

WestEd

Timms, Michael

Doug Weihnacht

Publications:

R305A110333

[Creating Compositions Using a Technology-Based Writing Tool: Supporting Students With Universal Design for Learning](#)

CAST, Inc.
Hall, Tracey
Steve Graham (Vanderbilt University)

Publications:

R305A110782

[Explanation and Prediction Increasing Gains and Metacognition \(EPIGAME\)](#)

Vanderbilt University
Clark, Douglas

Publications:

2012

R305A120047

[Cyber-enabled Tangible Molecular Models for High School](#)

WestEd
Davenport, Jodi
Arthur Olson (The Scripps Research Institute)

Publications:

R305A120125

[An Efficacy Study of Online Mathematics Homework Support: An Evaluation of the ASSISTments Formative Assessment and Tutoring Platform](#)

SRI International
Roschelle, Jeremy
Neil Heffernan (Worcester Polytechnic Institute)

Related IES Projects: [Using Web-based Cognitive Assessment Systems for Predicting Student Performance on State Exams](#) (R305K030140) and [Making Longitudinal Web-Based Assessments Give Cognitively Diagnostic Reports to Teachers, Parents, and Students While Employing Mastery Learning](#) (R305A070440)

Publications:

R305A120370

[Intelligent Scaffolding for Peer Reviews of Writing](#)

University of Pittsburgh

Litman, Diane

Publications:

R305A120639

[Burst:Reading Efficacy Study](#)

Wireless Generation

Berger, Larry

Publications:

2013

R305A130030

[Automating the Measurement and Assessment of Classroom Discourse](#)

Board of Regents of the University of Wisconsin

Nystrand, Martin

Arthur Graesser (University of Memphis), Sidney D'Mello (University of Notre Dame), Andrew Olney (University of Memphis), Sean Kelly (University of Pittsburgh)

Publications:

R305A130124

[Exploring the Educational Game Landscape through Focused Studies and Ecological Interventions](#)

Arizona State University

McNamara, Danielle

Tanner Jackson

Publications:

R305A130195

[GlobalEd 2](#)

University of Connecticut

Brown, Scott

Kimberly Lawless (University of Illinois at Chicago)

Related IES Projects: [Expanding the Science and Literacy Curricular Space: The GlobalEd II Project](#) (R305A080622)

Publications:

R305A130400

[Efficacy of an Integrated Digital Elementary School Mathematics Curriculum](#)

SRI International

Roschelle, Jeremy

Nicole Shechtman, Mingyu Feng, Corinne Singleton

Publications:

R305A130517

[Making Individualized Literacy Instruction Available to All Teachers: Adapting the Assessment to Instruction \(A2i\) Software for Multiple Real-World Contexts](#)

Arizona State University

Connor, Carol

Related IES Projects: [Child Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction](#) (R305H040013) and [Child-Instruction Interactions in Reading: Examining Causal Effects of Individualized Instruction in Second and Third Grade](#) (R305B070074)

Publications:

EFFECTIVE TEACHERS AND EFFECTIVE TEACHING

2012

R305A120233

[An Exploration of Novice Teachers' Core Competencies: Impacts on Student Achievement and Effectiveness of Preparation](#)

University of Denver

Seidel, Kent

Kathy Green

Publications:

R305A120265

[Improving Teachers' Monitoring of Learning](#)

Boise State University

Thiede, Keith

Jonathan Brendefur, Jennifer Snow, Richard Osguthorpe

Publications:

R305A120553

[Updating Middle School Mathematics Diagnostics Teacher Assessments in Mathematics and Science \(DTAMS\)](#)

University of Louisville

Bush, William S.

Susan A. Peters

Publications:

R305A120634

[Dialogic Teaching: Professional Development in Classroom Discussion to Improve Students' Argument Literacy](#)

Ohio State University

Wilkinson, Ian

Alina Reznitskaya

Related IES Projects: [Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text](#) (R305G020075)

Publications:

R305A120781

[Replicating the CGI Experiment in Diverse Environments](#)

Florida State University

Schoen, Robert

Walter Secada and Juli Dixon

Publications:

2013

R305A130058

[Exploring Effective Reading Comprehension Instruction: Classroom Practice, Teacher, and Student Characteristics](#)

Arizona State University

Connor, Carol

Joanne Carlisle (University of Michigan)

Publications:

ENGLISH LEARNERS

2010

R305A100272

[Language and Literacy Abilities in Spanish Language Speaking Children](#)

University of Houston

Branum-Martin, Lee

Related IES Projects: [Cross-Classified Structural Equations Model: Development of an OpenMX Module and its Application to Multiyear Assessment and Intervention Data in Literacy Research](#) (R305D090024) and [The Roles of Instruction and Component Skills in Reading Achievement](#) (R305A120785)

Publications:

Branum-Martin, L. (2013). Multilevel Modeling: Practical Examples to Illustrate a Special Case of SEM. In Y. Petscher, C. Schatschneider, and D. Compton (Eds.), *Applied Quantitative Analysis in Education and the Social Sciences*.(pp. 95-124). Taylor and Francis.

R305A100482

[The Iterative Development of Modules to Support Teachers' Engagement in Exploring Language and Meaning in Text with English Language Learners](#)

University of Michigan

Schleppegrell, Mary

Annemarie Palincsar

Publications:

Fang, Z., Schleppegrell, M.J. and Moore, J. (in press). The Linguistic Challenges of Learning Across Academic Disciplines. In C.A. Stone and E.R. Silliman (Eds.), *Handbook of Language and Literacy: Development and Disorders (2nd ed.)*. New York: Guilford Press.

Schleppegrell, M.J. (2012). Academic Language in Teaching and Learning: Introduction to the Special Issue. *The Elementary School Journal*, 112(3): 409-418.

Schleppegrell, M.J. (2013). The Role Of Metalanguage In Supporting Academic Language Development. *Language Learning*, 63(Suppl 1): 153-170.

R305A100583

[An Efficacy Study of Project GLAD](#)

Education Northwest

Deussen, Theresa

Project Website: <http://projectgladstudy.educationnorthwest.org>

Publications:

R305A100585

[Validating Universal Screening and Progress Monitoring Instruments for Use with ELLs in Response-to-Intervention Models](#)

University of Wisconsin, Madison

Albers, Craig

Publications:

Albers, C.A., and Mission, P.L. (2013). Universal Screening Within ELL Populations. In R.J. Kettler, T.A. Glover, C.A. Albers, and K.A. Feeney-Kettler (Eds). *Universal screening of students: Best practices for identification, implementation, and interpretation*. Washington, DC: American Psychological Association.

Albers, C.A., Mission, P.L., and Bice, B.J. (2013). Considering Diverse Learner Characteristics In Problem-Solving Assessment. In R. Brown-Chidsey and K. andren (Eds.), *Problem-solving based assessment for educational intervention – 2nd ed.* (pp. 101-122). New York: Guilford.

R305A100670

[Improving the Teaching and Learning of English Language Learners: The Instructional Conversational Model](#)

University of Georgia Research Foundation, Inc.

Portes, Pedro

Karen Samuelsen

Publications:

R305A100724

[Developing a Formative Assessment of Academic Reading Comprehension for English Language Learners: A Tool to Improve Teaching and Learning](#)

Education Testing Service

Wolf, Mikyung

Publications:

R305A100862

[Language in Math](#)

University of Miami

Secada, Walter

Mary Avalos (University of Miami)

Publications:

Secada, W.G., Zisselsberger, M., Langer-Osuna, J. and Avalos, M.A. (2011). Developing Teachers' Repertoires for Language in the Mathematics Classroom. In M. Setati, T. Nkambule, and L. Goosen (Eds.), *Proceedings of the ICMI Study Mathematics and Language Diversity*. Sao Paulo, Brazil.

2011

R305A110076

Mathematics Coaching Supporting English Language Learners

Education Development Center, Inc.

Driscoll, Mark

Johannah Nikula

Publications:

R305A110122

English Learners and Science Tests

Technical Education Research Centers, Inc.

Noble, Tracy

Ann Rosebery

Publications:

R305A110142

Developing a Cross-Age Peer Tutoring Program to Promote the Vocabulary and Comprehension of English Learners

University of Maryland, College Park

Silverman, Rebecca

Melinda Martin-Beltran and Megan Peercy

Publications:

R305A110176

Impact of the WRITE Program on English Learner Achievement and Teacher Instructional Practice

WestEd

Haas, Eric

Jamal Abedi (University of California, Davis), Chris Faltis (University of California, Davis)

Project Website: www.wested.org/WRITEStudy

Publications:

R305A110343**[Efficacy of Supplemental Early Vocabulary Connections Instruction for English Language Learners](#)**

Washington Research Institute

Vadasy, Patricia

Ron Nelson (University of Nebraska Lincoln)

Related IES Projects: [Effects of a Supplementary Vocabulary Intervention for Students With Limited English Proficiency](#) (R305A070045)

Publications:

R305A110512**[Reclassifying and Not Reclassifying English Learners as Fluent English Proficient: Access and Achievement](#)**

Regents of University of California, Santa Cruz

Estrada, Peggy

Publications:

2012**R305A120290****[Developing Consultation and Collaboration Skills: ESL and Classroom Teachers Working Together with Students and Families](#)**

Duke University

Babinski, Leslie

Steven Knotek (University of North Carolina) and Steve Amendum (North Carolina State)

Publications:

R305A120593**[Improving Reading Comprehension of Middle Grades English Language Learners by Combining Structure Strategy with Web-Based Adaptive Tutoring for EL Learners \(SWELL\)](#)**

Pennsylvania State University

Wijekumar, Kausalai

Bonnie J. Meyer, Pui-Wa Lei (Pennsylvania State University), Ana I. Schwartz (University of Texas at El Paso)

Related IES Projects: [Intelligent Tutoring Using The Structure Strategy To Improve Reading Comprehension Of Middle School Students](#) (R305G030072) and [Efficacy and Replication](#)

[Research on the Intelligent Tutoring System for the Structure Strategy—Rural and Suburban Schools Grades 4, 5, 7, and 8 \(R305A080133\)](#)

2013

R305A130223

[A Comprehensive Research-Based Computer Assessment and Accommodation System for ELL Students](#)

Regents of the University of California

Abedi, Jamal

Publications:

R305A130460

[BLOOM: Facilitating Language and Literacy Outcomes for English Language Learners](#)

Florida State University

Jackson, Carla

Publications:

R305A130610

[First Grade, Second Language: Uniting Science Knowledge and Literacy Development for English Learners](#)

Regents of the University of California

Billman, Alison

P. David Pearson and Jacqueline Barber (University of California, Berkeley)

Publications:

EVALUATION OF STATE AND LOCAL EDUCATION PROGRAMS AND POLICIES

2009

R305E090003

[Evaluation of Core Knowledge Charter Schools in Colorado](#)

University of Virginia

Grissmer, David

Thomas White (University of Virginia) and Geoffrey Borman (University of Wisconsin)

Publications:

R305E090005

[A Proposal to Measure the Impact of Indiana's System of Diagnostic Assessments on Student Achievement Outcomes](#)

Learning Point Associates

Miller, Shazia

Spyros Konstantopoulos (Michigan State University)

Publications:

R305E090009

[Evaluating the Effectiveness of Tennessee's Voluntary Pre-K Program](#)

Vanderbilt University

Lipsey, Mark

Bobbi Lussier (Tennessee Department of Education) and Dale C. Farran (Vanderbilt University)

Publications:

R305E090010

[Evaluation of the New Jersey Preschool Expansion \(NJPE\) Program](#)

MPR

Ross, Christine

Publications:

R305E090019

[Evaluation of Ninth Grade Academies in Broward County Public Schools](#)

MDRC

Black, Alison

Publications:

2010

R305E100008

[The Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes](#)

University of Michigan

Jacob, Brian A.

Publications:

R305E100013

[Intended and Unintended Consequences of State High-Stakes Testing: Evidence from Standards-Based Reform in Massachusetts](#)

President and Fellows of Harvard College, Graduate School of Education

Murnane, Richard

John Willet

Related IES Projects: [The Consequences for High School Students of Failing State Exit Exams: Evidence from Massachusetts](#) (R305A080127)

Publications:

Papay, J.P., Willett, J.B., and Murnane, R.J. (2011). Extending the Regression-Discontinuity Approach to Multiple Assignment Variables. *Journal of Econometrics*, 161(2): 203-207.

Papay, J.P., Willett, J.B., and Murnane, R.J. (2011). High-School Exit Examinations and The Schooling Decisions Of Teenagers: A Multi-Dimensional Regression-Discontinuity Approach. National Bureau of Economic Research Working Paper #17112.

Papay, J.P., Willett, J.B., and Murnane, R.J. (2011). How Performance Information Affects Human Capital Investment Decisions: The Impact Of Test-Score Labels On Educational Outcomes. National Bureau of Economic Research Working Paper #17120.

R305E100030

Evaluation of the Effectiveness of the Ohio Department of Education's Literacy Core Curriculum for Early Childhood Educators

Ohio State University Research Foundation

Piasta, Shayne

Laura Justice

Publications:

R305E100043

Middle School Intervention Project (MSIP)

University of Oregon

Baker, Scott

Hank Fien and Deanne Crone (University of Oregon)

Project Website: <http://ctl.uoregon.edu/content/msip-home>

Publications:

2011

R305E110019

Gifted Education Program Participation and Program Impacts

National Bureau of Economic Research

Card, David

Laura Giuliano (University of Miami)

Publications:

2012

R305E120003

The Effect of Dual-Language Immersion on Student Achievement in the Portland Public Schools

RAND Corporation

Steele, Jennifer

Robert Owen Slater (American Councils for International Education)

Publications:

R305E120006

Evaluation of the Long-Term Effects of Retention under New York City's Student Promotion Policy

RAND Corporation

Mariano, Louis

Francisco Martorell

Publications:

R305E120010

Assessment of the Florida College and Career Readiness Initiative

CNA Corp.

Mokher, Christine

Lou Jacobson

Publications:

2013

R305E130009

Beyond Triage: A Randomized Experiment in Sustained Pre-College Advising

Stanford University

Bettinger, Eric

Anthony Antonio

Publications:

IMPROVING EDUCATION SYSTEMS: POLICIES, ORGANIZATION, MANAGEMENT, AND LEADERSHIP

2011

R305A110670

[Malleable Factors that Influence Outcomes of English Language Learners](#)

Board of Trustees of the Leland Stanford Junior University

Reardon, Sean

Kenji Hakuta, Milbrey McLaughlin, Suzanne Donovan (Strategic Education Research Partnership), and Ritu Khanna (School District)

Publications:

2012

R305A120136

[The Educational Benefits of Attending High-Performing High Schools](#)

University of Chicago

Allensworth, Elaine

Marisa de la Torre

Publications:

R305A120144

[A Meta-Analysis of Parent Involvement Interventions and Family-School Partnerships' Effects on Student Outcomes](#)

Board of Regents, University of Nebraska

Sheridan, Susan

Tasha Beretvas (University of Texas at Austin) and Elizabeth Moorman (University of Nebraska-Lincoln)

Publications:

R305A120269

[Why are Some Charter Schools More Effective than Others? Econometric Methods and Empirical Evidence from Massachusetts, Michigan, and Texas](#)

National Bureau of Economic Research

Angrist, Joshua

Susan Dynarski (NBER/University of Michigan), Parag Pathak (NBER/ Massachusetts Institute of Technology), and Brian Jacob (NBER/University of Michigan)

Publications:

R305A120310

Misattribution of Teacher Value-Added

American Institutes for Research

Ozek, Umut

Zeyu Xu

Publications:

R305A120466

Doubling Up? The Impact of Remedial Algebra on Students' Long-Run Outcomes

President and Fellows of Harvard College

Goodman, Joshua

Publications:

Cortes, K., Nomi, T., and Goodman, J. (2013). [A Double Dose of Algebra: Intensive Math Instruction has Long-Term Benefits](#). *Education Next*, 13(1):70-76.

R305A120526

Early Truancy Prevention Project

CYBER Learning Corporation

Cook, Philip

Kenneth A. Dodge, Amy B. Schulting

Publications:

R305A120640

Curricular Reform and Classroom Peer Ability: School-Specific and Citywide Effects

University of Chicago

Nomi, Takako

Steve Raudenbush

Publications:

R305A120677

Getting Students to the Finish Line: An Efficacy Study of a Ninth Grade Early Warning Indicator Intervention

Johns Hopkins University

Balfanz, Robert

Marcia Davis

Publications:

R305A120706

[The Influence of School Leadership on Instruction and Student Learning: A Longitudinal Examination of Leadership in Chicago Public Schools](#)

University of Chicago

Allensworth, Elaine

James Sebastian

Publications:

2013

R305A130044

[Testing the Promise: A Randomized Trial of a Promise College Scholarship for Urban Public School Students](#)

The Administrators of the Tulane Educational Fund

Harris, Douglas N.

Bradley Carl (University of Wisconsin-Madison)

INTERVENTIONS FOR STRUGGLING ADOLESCENT AND ADULT READERS AND WRITERS

2007

R305B070016

[Content-Rich Vocabulary Development to Improve Reading Achievement of Struggling Adolescent Readers](#)

Stanford University
Goldenberg, Claude

Project Website: [Word Intelligence™: Developing Academic and Content Vocabulary](#)

Publications:

R305B070129

[Improving Adults' Reading Outcomes with Strategic Tutoring and Content Enhancement Routines](#)

University of Kansas
Mellard, Daryl

Project Website: <http://das.kucri.org/job-corps>

Publications:

Mellard, D.F., and Woods, K.L. (2012). Literacy and Numeracy Among Job Corps Students: Opportunities For Targeted Academic Infusion In CTE. *Career and Technical Education Research*, 37(2).

Mellard, D.F., Woods, K.L., and Desa, D.M (2012). [An Oral Reading Fluency Assessment For Young Adult Career and Technical Education Students](#). *Learning Disabilities Research and Practice*, 27(3): 125-135.

Mellard, D.F., Woods, K.L., and Desa, D.M. (2012). Literacy and Numeracy Among Job Corps Students: Opportunities For Targeted Academic Infusion In CTE. *Career and Technical Education Research*, 37(2): 141-156.

Mellard, D. F., Woods, K. L., Desa, Z. D. M., and Vuyk, M. A. (2013). Underlying Reading-Related Skills and Abilities Among Adult Learners. *Journal of Learning Disabilities*. Published online before print August 20, 2013, doi: 10.1177/0022219413500813.

R305B070324

The Reading Edge: Development and Evaluation of a High School Cooperative

Success for All Foundation

Madden, Nancy A.

Project Website: <http://www.successforall.org/Middle-High/Powerful-Instruction/The-Reading-Edge-High-School/>

Publications:

Slavin, R.E., Madden, N.A., Chambers, B., and Haxby, B. (2009). *2 Million children: Success for all (2nd ed.)*. Thousand Oaks, CA US: Corwin Press.

2008

R305A080608

Project Collaborative Strategic Reading (CSR): Interventions for Struggling Adolescent and Adult Readers and Writers

University of Texas, Austin

Vaughn, Sharon

Curriculum Developed:

Klinger, J.K., Vaughn, S., Boardman, A.G., and Swanson, E.A. (2012). [Now We Get It! Boosting Comprehension With Collaborative Strategic Reading](#)

Publications:

Klingner, J.K., and Boardman, A.G. (2011). Addressing The 'Research Gap' In Special Education Through Mixed Methods. *Learning Disability Quarterly*, 34(3): 208-218.

Vaughn, S., Klingner, J.K., Swanson, E.A., and Boardman, A.G. (2011). [Efficacy of Collaborative Strategic Reading with Middle School Students](#), *American Education Research Journal*, 48(4): 938-964.

Vaughn, S., Roberts, G., Klingner, J.K., Swanson, E.A., Boardman, A.G., Stillman-Spisak, S.J., Mohammed, S.S., and Leroux, A.J. (2013). Collaborative Strategic Reading: Findings from Experienced Implementers. *Journal of Research on Educational Effectiveness*, 6: 137-163.

R305A080631

Increasing Opportunities-to-Learn in Urban Middle Schools

President and Fellows of Harvard College, Graduate School of Education

Lesaux, Nonie

Publications:

Kieffer, M.J., and Lesaux, N.K. (2012). [Direct and Indirect Roles of Morphological Awareness in the English Reading Comprehension of Native English, Spanish, Filipino, and Vietnamese Speakers](#). *Language Learning*, 62(4): 1170-1204.

Gamez, P., and Lesaux, N.K. (2012). [The Relation Between Exposure to Sophisticated and Complex Language and Early-Adolescent English-Only and Language-Minority Learners' Vocabulary](#). *Child Development*, 83(4): 1316-1331.

Lesaux, N.K., Harris, J.R., and Sloane, P. (2012). [Adolescents' Motivation in the Context of an Academic Vocabulary Intervention in Urban Middle School Classrooms](#). *Journal of Adolescent and Adult Literacy*, 56(3): 231-240.

Lesaux, N.K., Kieffer, M.J., Kelley, J.G., and Harris, J.R. (accepted). Effects of Academic Vocabulary Instruction for Linguistically Diverse Adolescents: Evidence from a Randomized Field Trial. *American Educational Research Journal*.

2009

R305A090153

[Disciplinary Writing Instruction for the Social Studies Classroom: A Path to Adolescent Literacy](#)

University of Maryland, College Park
De La Paz, Susan
Chauncey Monte-Sano and Mark Felton

Publications:

R305A090187

[Strengthening Content Literacy for Struggling High School Readers: Coordinated Lessons and Support Systems for Subject Matter Teachers](#)

Johns Hopkins University
McPartland, James
Marcia Davis

Publications:

R305A090227

[The ESTRELLAS Project: Electronic Supported Text Research for English Language Learner Academic Success](#)

University of Oregon
Anderson-Inman, Lynne

Project Website: <http://estrellas.uoregon.edu/>

Publications:

R305A090555

Word Generation: An Efficacy Trial

President and Fellows of Harvard College, Graduate School of Education
Snow, Catherine

Project Website: <http://wg.serpmedia.org/IES.html>

Related IES Projects: [Catalyzing Comprehension Through Discussion and Debate](#)
(R305F100026)

Publications:

Lawrence, J., Capotosto, L., Branum-Martin, L., White, C., and Snow, C. (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

R305A090608

Assessing Online Reading Comprehension: The ORCA Project

University of Connecticut
Leu, Donald

Related IES Projects: [Developing Internet Comprehension Strategies Among Adolescent Students At Risk to Become Dropouts](#) (R305G050154)

Publications:

Leu, D.J. and Forzani, E. (2013). New literacies in a Web 2.0, 3.0, 4.0, ...∞ world. *Research in the Schools*, 19(1): 75-81.

Leu, D.J., Forzani, E., and Kennedy, C. (in press). Providing Classroom Leadership In New Literacies: Preparing Students For Their Future. In S.B. Wepner, D.S. Strickland, and D. Quatroche (Eds.). *The Administration and Supervision of Reading Programs, 5th Edition*. New York: Teachers College Press.

Leu, D.J., Forzani, E., Burlingame, C., Kulikowich, J., Sedransk, N., Coiro, J., and Kennedy, C. (2013). The New Literacies Of Online Research and Comprehension: Assessing and Preparing Students For The 21st Century With Common Core State Standards. In S.B. Neuman and L.B. Gambrell (Eds.), C. Massey (Assoc. Ed.). *Reading Instruction In The Age Of Common Core Standards*. Newark: International Reading Association.

Leu, D.J., Kinzer, C.K., Coiro, J., Castek, J., and Henry, L.S. (2013). New Literacies: A Dual Level Theory Of The Changing Nature Of Literacy, Instruction, and Assessment. In D.E. Alvermann, N.J. Unrau, and R.B. Rudell (Eds.). *Theoretical models and processes of reading, 6th edition*, pp. 1150-1181. Newark: International Reading Association.

Leu, D.J., Everett-Cacopardo, H., Zawilinski, L., McVerry, J.G., and O'Byrne, W.I. (2012). The New Literacies Of Online Reding Comprehension. In C.A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics*. (pp. 4239-4247). Oxford: Wiley-Blackwell.

Leu, D.J., McVerry, J.G., O'Byrne, W.I., Kiili, C., Zawilinski, L., Everett-Cacopardo, H., Kennedy, C., and Forzani, E. (2011). The New Literacies Of Online Reading Comprehension: Expanding The Literacy and Learning Curriculum. *Journal of Adolescent and Adult Literacy*, 55(1): 5-14.

2010

R305A100261

[Assessment of Comprehension in Older Struggling Readers](#)

Boston University
Waters, Gloria

Related IES Projects: [Assessment of Comprehension Skills in Older Struggling Readers](#)
(R305G050083)

Publications:

R305A100301

[Measuring Reading Progress in Struggling Adolescents](#)

Florida State University
Foorman, Barbara

Publications:

Foorman, B. R., and Petscher, Y. (2010). Development Of Spelling and Differential Relations To Text Reading In Grades 3-12. *Assessment For Effective Intervention*, 36(1): 7-20.

Foorman, B., and Wanzek, J. (in press). Classroom Reading Instruction For All Students. In S.R. Jimerson, M.K. Burns, and A.M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support*. New York, NY: Springer Science, Inc.

Foorman, B.R., Petscher, Y., and Bishop, M.D. (2012). [The Incremental Variance of Morphological Knowledge to Reading Comprehension in Grades 3-10 beyond Prior Reading Comprehension, Spelling, and Text Reading Efficiency](#). *Learning and Individual Differences*, 22(6): 792-798.

Petscher, Y., Kim, Y.S. (2011). [Efficiency of Predicting Risk in Word Reading Using Fewer, Easier Letters](#). *Assessment for Effective Intervention*, 37(1): 17-25.

Petscher, Y., Kim, Y.S., and Foorman, B.R. (2011). [The Importance of Predictive Power in Early Screening Assessments: Implications for Placement in the Response to Intervention Framework](#). *Assessment for Effective Intervention*, 36(3): 158-166.

MATHEMATICS AND SCIENCE EDUCATION

2003

R305K030140

[Using Web-Based Cognitive Assessment Systems for Predicting Student Performance on State Exams](#)

Carnegie Mellon University
Koedinger, Kenneth

Project Website: <http://www.assistment.org/>

Related IES Projects: [Making Longitudinal Web-Based Assessments Give Cognitively Diagnostic Reports to Teachers, Parents, and Students While Employing Mastery Learning](#) (R305A070440) and [An Efficacy Study of Online Mathematics Homework Support: An Evaluation of the ASSISTments Formative Assessment and Tutoring Platform](#) (R305A120125)

Publications:

Ayers, E., and Junker, B. (2008). [IRT Modeling of Tutor Performance to Predict End-Of-Year Exam Scores](#). *Educational and Psychological Measurement*, 68(6): 972–987.

Ayers, E., and Junker, B.W. (2006). Do Skills Combine Additively to Predict Task Difficulty in Eighth Grade Mathematics? In J. Beck, E. Aimeur and T. Barnes (Eds.), *Educational Data Mining: Papers From the 2006 AAAI Workshop* (pp.14–20). Menlo Park, CA: AAAI Press.

Anozie, N.O., and Junker, B.W. (2006). Predicting End-Of-Year Accountability Assessment Scores From Monthly Student Records in an Online Tutoring System. In J. Beck, E. Aimeur and T. Barnes (Eds.), *Educational Data Mining: Papers From the 2006 AAAI Workshop* (pp.1–6). Menlo Park, CA: AAAI Press.

Baker, R., Walonoski, J., Heffernan, T., Roll, I., Corbett, A., and Koedinger, K. (2007). [Why Students Engage in Gaming the System Behavior in Interactive Learning Environments](#). *Journal of Interactive Learning Research*, 19(2): 185–224.

Cen, H., Koedinger, K., and Junker, B. (2005). Automating Cognitive Model Improvement by A*Search and Logistic Regression. In J.E. Beck (Ed.), *Educational Data Mining: Papers From the 2005 AAAI Workshop* (pp. 47–53). Menlo Park, CA: AAAI Press.

Cen, H., Koedinger, K.R., and Junker, B. (2006). Learning Factors Analysis: A General Method for Cognitive Model Evaluation and Improvement. In M. Ikeda, K.D. Ashley and T.W. Chan (Eds.), *Proceedings of the 8th International Conference on Intelligent Tutoring Systems* (pp. 164–175). Berlin, Germany: Springer-Verlag.

Cen, H., Koedinger, K., and Junker, B.W. (2007). Is Over Practice Necessary?—Improving Learning Efficiency With the Cognitive Tutor through Educational Data Mining. In R. Luckin, K. Koedinger and J. Greer (Eds.), *Artificial Intelligence in Education—Building Technology Rich Learning Contexts that Work* (pp. 511–518). Amsterdam, Netherlands: IOS Press.

Feng, M., Heffernan, N.T. (2006). Informing Teachers Live About Student Learning: Reporting in the Assistment System. *Technology, Instruction, Cognition, and Learning*, 3(1/2): 115–128.

Feng, M., Heffernan, N.T. (2007). [Towards Live Informing and Automatic Analyzing of Student Learning: Reporting in Assistment System](#). *Journal of Interactive Learning Research*, 18(2): 207–230.

- Feng, M., Beck, J., Heffernan, N., Beck, J., and Koedinger, K. (2008). Can We Predict Which Groups of Questions Students Will Learn From? In Baker and Beck (Eds.), *Proceedings of the 1st International Conference on Education Data Mining* (pp. 218–225). Montreal, Canada.
- Feng, M., Heffernan, N.T., and Koedinger, K.R. (2005). Looking for Sources of Error in Predicting Students' Knowledge. In J.E. Beck (Ed.), *Educational Data Mining: Papers From the 2005 AAAI Workshop* (pp. 54–61). Menlo Park, CA: AAAI Press.
- Feng, M., Heffernan, N.T., and Koedinger, K.R. (2006). Predicting State Test Scores Better With Intelligent Tutoring Systems: Developing Metrics to Measure Assistance Required. In M. Ikeda, K.D. Ashley and T.W. Chan (Eds.), *Proceedings of the 8th International Conference on Intelligent Tutoring Systems* (pp. 31–40). Berlin, Germany: Springer-Verlag.
- Feng, M., Heffernan, N.T, and Koedinger, K.R. (2006). Addressing the Testing Challenge With a Web-Based E-Assessment System that Tutors as It Assesses. In *Proceedings of the 15th International World Wide Web Conference* (pp. 307–316). New York, NY: ACM Press.
- Feng, M., Heffernan, N., Mani, M., and Heffernan C. (2006). Using Mixed-Effects Modeling to Compare Different Grain-Sized Skill Models. In J. Beck, E. Aimeur and T. Barnes (Eds.), *Educational Data Mining: Papers From the 2006 AAAI Workshop* (pp.57–66). Menlo Park, CA: AAAI Press.
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- Koedinger, K.R., McLaughlin, E.A., and Heffernan, N.T. (2010). A Quasi-Experimental Evaluation Of An On-Line Formative Assessment and Tutoring System. *Journal Of Educational Computing Research*, 43(4): 489-510.
- Mendicini, M., Heffernan, N., and Razzaq, L. (2008). Comparing Classroom Problem-Solving With No Feedback to Web-Based Homework Assistance. In Woolf, Aimeur, Nkambou, and Lajoie (Eds.), *Proceedings of the 9th International Conference on Intelligent Tutoring Systems* (pp. 426–437). Berlin, Germany: Springer-Verlag.
- Nuzzo-Jones, G., Walonoski, J.A., Heffernan, N.T., Livak, T. (2005). The Extensible Tutor Architecture: a New Foundation for ITS. In C.K. Looi, G. Mccalla, B. Bredeweg, and J. Breuker (Eds.), *Artificial Intelligence in Education—Supporting Learning through Intelligent and Socially Informed Technology* (pp. 902–904). Amsterdam, Netherlands: IOS Press.
- Pardos, Z., Feng, M., and Heffernan, N.T., and Heffernan-Linquist, C. (2007). Analyzing Fine-Grained Skill Models Using Bayesian and Mixed Effect Methods. In R. Luckin, K. Koedinger, and J. Greer (Eds.), *Artificial Intelligence in Education—Building Technology Rich Learning Contexts that Work* (pp. 626–628). Amsterdam, Netherlands: IOS Press.

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- Razzaq, L., Feng, M., Heffernan, N.T., Koedinger, K., Nuzzo-Jones, G., Junker, B.W., Macasek, M.A., Rasmussen, K.P., Turner, T.E., and Walonoski, J.A. (2007). A Web-Based Authoring Tool for Intelligent Tutors: Blending Assessment and Instructional Assistance. In N. Nedjah, L.D. Mourelle, M.N. Borges, and N.N. Almeida (Eds.), *Intelligent Educational Machines: Methodologies and Experiences* (pp.23–49). New York, NY: Springer.
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- Walonoski, J., and Heffernan, N.T. (2006). Detection and Analysis of Off-Task Gaming Behavior in Intelligent Tutoring Systems. In M. Ikeda, K.D. Ashley and T.-W. Chan (Eds.), *Proceedings of the 8th International Conference on Intelligent Tutoring Systems* (pp. 382–391). Berlin, Germany: Springer-Verlag.
- Walonoski, J., and Heffernan, N.T. (2006). Prevention of Off-Task Gaming Behavior in Intelligent Tutoring Systems. In M. Ikeda, K.D. Ashley and T.-W. Chan (Eds.), *Proceedings of the 8th International Conference on Intelligent Tutoring Systems* (pp. 722–724). Berlin, German: Springer-Verlag.

2004

R305K040001

[An Examination of the Impact of Big Math for Little Kids on Pre-K and Kindergarten Students' Learning of Math](#)

Education Development Center, Inc.

Clements, Margaret

Project Website: <http://cct.edc.org/projects/big-math-little-kids>

Publications:

Ertle, B.B., Ginsburg, H.P., Cordero, M.I., Curran, T.M., Manlapig, L., and Morgenlander, M. (2008). The Essence of Early Childhood Mathematics Education and the Professional Development Needed to Support It. In A. Dowker (Ed.), *Mathematical Difficulties: Psychology and Interventions* (pp. 59–83). Oxford, UK: Elsevier Science Publishers.

Ginsburg, H.P., Lee, J.S., and Boyd, J.S. (2008) [Mathematics Education for Young Children: What It is and How to Promote It](#). *SRCD Social Policy Report*, 22 (1): 3–22.

R305K040003

[Algebraic Interventions for Measured Achievement](#)

WestEd

Schneider, Steve

Related IES Projects: [Algebra Intervention for Measured Achievement—Full Year Curriculum](#) (R305A070105)

Publications:

WestEd (2010). *AIM for Algebra*. It's about Time: Mount Kisco, NY.

R305K040008

[Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#)

Quantum Simulations, Inc.

Johnson, Benny

Project Website: <http://www.quantumsimulations.com/chemistry.html>

Related IES Projects: [Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#) (R305A070067) and [A Randomized Controlled Study of the Effects of Intelligent Online Chemistry Tutors in Urban California School Districts](#) (R305A080063)

Publications:

Johnson, B.G., and Holder, D.A. (2010). A Model-Tracing Intelligent Tutoring System for Oxidation Number Assignment. *The Chemical Educator*, 15: 447-454.

Kuhel, J.J., Wheeler, M.C., Miele, P.E., Holder, D.A., Johnson, B.G., Paterno Parsi, A.A., and Madura, J.D. (2010). Quantitative Impact of an Artificial Intelligence Tutoring System on Student Performance in Assigning Oxidation Numbers in Chemical Formulas. *The Chemical Educator*, 15, 455-460.

R305K040051

Developing and Using Diagnostic Items in Mathematics and Science

Educational Testing Service

Wylie, Caroline

Publications:

Ciofalo, J.F., and Wylie, E.C. (2006). Using Diagnostic Classroom Assessment: One Item at a Time. *Teachers College Record*. <http://www.tcrecord.org/library> ID Number: 12285.

Wylie, E.C., and Ciofalo, J.F. (2008). Supporting Teachers' Use of Individual Diagnostic Items. *Teachers College Record*. <http://www.tcrecord.org/library> ID Number: 15363.

R305K040081

Early Learning in Mathematics: A Prevention Approach

University of Oregon

Chard, David

Related IES Projects: [Early Learning in Mathematics: Efficacy in Kindergarten Classrooms](#) (R305A080114) and [A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#) (R305A120262)

Publications:

Chard, D.J., Baker, S.K., Clarke, B., Jungjohann, K., Davis, K., and Smolkowski, K. (2008). [Preventing Early Mathematics Difficulties: The Feasibility of a Rigorous Kindergarten Mathematics Curriculum](#). *Learning Disabilities Quarterly*, 31 (1): 11–20.

Chard, D.J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., and Katz, R. (2005). [Using Measures of Number Sense to Screen for Difficulties in Mathematics: Preliminary Findings](#). *Assessment for Effective Intervention*, 30 (2): 3–14.

Chard, D.J., Ketterlin Geller, L., and Jitendra, A. (2008). A Model of Instructional Support to Enhance Mathematics Learning for All Students. In E.L. Grigorenko (Ed.), *Educating Individuals with Disabilities: IDEA 2004 and Beyond*. New York, NY: Springer.

Clarke, B., Baker, S., and Chard, D.J. (2008). Best Practices in Mathematics Intervention and Assessment. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology* (pp. 465–476). Bethesda, MD: National Association of School Psychologists.

Clarke, B., Baker, S., and Chard, D.J. (2007). Measuring Number Sense Development in Young Children: A Summary of Early Research. *Leadership to Math Success for All*, 5: 1–11.

Clarke, B., Baker, S.K., Smolkowski, K., and Chard, D. (2008). [An Analysis of Early Numeracy Curriculum-Based Measurement: Examining the Role of Growth in Student Outcomes](#). *Remedial and Special Education*, 29: 46–57.

2005

R305K050038

[The Scientific Literacy Project: Enhancing Young Children's Scientific Literacy Through Reading and Inquiry-Centered Adult-Child Dialogue](#)

Purdue University

Mantzicopoulos, Panayota

Helen Patrick and Ala Samarapungavan

Publications:

Mantzicopoulos, P., and Patrick, H. (2011). [Reading Picture Books and Learning Science: Engaging Young Children with Informational Text](#). *Theory into Practice*, 50(4), 269-276.

Mantzicopoulos, P., and Patrick, H. (2010). ["The Seesaw Is a Machine That Goes Up and Down": Young Children's Narrative Responses to Science-Related Informational Text](#). *Early Education and Development*, 21(3), 412-444.

Mantzicopoulos, P., Patrick, H., and Samarapungavan, A. (2013). [Science Literacy in School and Home Contexts: Kindergarteners' Science Achievement and Motivation](#). *Cognition and Instruction*, 31(1): 62-119.

Mantzicopoulos, P., Patrick, H., and Samarapungavan, A. (2008). [Young Children's Motivational Beliefs about Learning Science](#). *Early Childhood Research Quarterly*, 23: 378-394.

Mantzicopoulos, P., Samarapungavan, A., and Patrick, H. (2009). ["We Learn How to Predict and Be a Scientist:" Early Science Experiences and Kindergarten Children's Social Meanings about Science](#). *Cognition and Instruction*, 27: 312-369.

Patrick, H., Mantzicopoulos, P., and Samarapungavan, A. (2009). [Reading, Writing, and Conducting Inquiry about Science in Kindergarten](#). *Young Children*, 64(6): 32-38.

Patrick, H., Mantzicopoulos, P., and Samarapungavan, A. (2009). [Motivation for Learning Science in Kindergarten: Is There a Gender Gap and Does Integrated Inquiry and Literacy Instruction Make a Difference?](#) *Journal of Research in Science Teaching*, 46: 166-191.

Patrick, H., Mantzicopoulos, P., Samarapungavan, A., and French, B.F. (2008). [Patterns of Young Children's Motivation for Science and Teacher-Child Relationships](#). *Journal of Experimental Education*, 76: 121-144.

Samarapungavan, A., Mantzicopoulos, P., and Patrick, H. (2008). Learning Science through Inquiry in Kindergarten. *Science Education*, 92: 868-908.

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R305K050045

Classroom Connectivity in Promoting Mathematics and Science Achievement

Ohio State University

Owens, Douglas

Louis Abrahamson (The Better Education Foundation), Frank Demana, Karen Irving, and Stephen Pape (OSU), and Joan Herman (UCLA)

Publications:

Irving, K.E., Sanalan, V.A, and Shirley, M.L. (2009). [Physical Science Connected Classrooms: Case Studies](#). *Journal of Computers in Mathematics and Science Teaching*, 28 (3): 247–275.

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R305K050050

Math Pathways and Pitfalls Lessons for K-7 Students: Improving Mathematics Achievement for English Language Learners

WestEd

Barnett-Clarke, Carne

Project Website: <http://www.wested.org/cs/we/view/pj/81>

Publications:

R305K050082

Developing an Intervention to Foster Early Number Sense and Skill

University of Illinois

Baroody, Arthur

Related IES Projects: [Fostering Fluency with Basic Addition and Subtraction](#) (R305A080479)

Publications:

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R305K050086

[AnimalWatch: An Intelligent Tutoring System for Grade 6 Mathematics](#)

University of Southern California

Beal, Carole

Related IES Projects: [Efficacy Study of AnimalWatch: An Intelligent Tutoring System for Pre-Algebra](#) (R305A090197)

Publications:

Arroyo, I., Woolf, B.P., and Beal, C.R. (2006). Addressing Cognitive Differences and Gender During Problem Solving. *International Journal of Technology, Instruction, Cognition and Learning*, 4: 31–63.

Beal, C.R., Adams, N., and Cohen, P.R. (2010). [Reading Proficiency and Mathematics Problem Solving by English Language Learners](#). *Urban Education*, 45(1): 58–74.

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R305K050140

[Molecules and Minds: Optimizing Simulations for Chemistry Education](#)

New York University

Plass, Jan

Catherine Milne, Bruce Homer, and Trace Jordan

Project Website: <http://create.alt.ed.nyu.edu/molecules/>.

Related IES Projects: [Molecules and Minds: Developing Bridging Scaffolds to Improve Chemistry Learning](#) (R305A090203)

Publications:

Brünken, R., Plass, J.L., and Moreno, R. (2010). Current Issues and Open Questions in Cognitive Load Research. In J. L. Plass, R. Moreno, and R. Brünken (Eds.), *Cognitive Load Theory* (pp.253–272). New York, NY: Cambridge.

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Milne, C. (2007). Power, Status and the Whole Shebang: a Personal Perspective of Collaborative Research. In S. Ritchie (Ed.), *Research Collaboration: Relations and Praxis* (pp. 107–122). Rotterdam, Netherlands: Sense Publishers.

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R305K050157

[Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies](#)

State University of New York, Buffalo

Clements, Douglas

Julie Sarama, Jaekyung Lee, Mark Lipsey, and Dale Farran

Project Website: <http://www.ubtriad.org/>

Related IES Projects: [Longitudinal Study of a Successful Scaling-Up Project: Extending TRIAD \(R305A110188\)](#)

Publications:

Brown, C.S., Sarama, J., and Clements, D.H. (2007). [Thinking About Learning Trajectories in Preschool](#). *Teaching Children Mathematics*, 14: 178–181.

Clements, D.H., Sarama, J., Spitler, M.E., Lange, A.A., and Wolfe, C.B. (2011). [Mathematics Learned by Young Children in an Intervention Based on Learning Trajectories: A Large-Scale Cluster Randomized Trial](#). *Journal for Research in Mathematics Education*.

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Clements, D.H., and Sarama, J. (2008). [Experimental Evaluation of the Effects of a Research-Based Preschool Mathematics Curriculum](#). *American Educational Research Journal*, 45: 443–494.

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Clements, D.H., Sarama, J., and Liu, X. (2008). [Development of a Measure of Early Mathematics Achievement Using the Rasch Model: The Research-Based Early Maths Assessment](#). *Educational Psychology*, 28(4): 457–482.

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Sarama, J., and Clements, D.H. (2011). [Early Childhood Teacher Education: The Case Of Geometry](#). *Journal Of Mathematics Teacher Education*, 14(2): 133-148.

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Sarama, J., Lange, A., Clements, D.H., and Wolfe, C.B. (2012). The Impacts Of An Early Mathematics Curriculum On Oral Language and Literacy. *Early Childhood Research Quarterly*, 27(3): 489-502.

Weiland, C., Wolfe, C.B., Hurwitz, M.D., Clements, D.H., Sarama, J.A., and Yoshikawae, H. (2012). Early Mathematics Assessment: Validation Of The Short Form Of A Pre-K And Kindergarten Mathematics Measure. *Educational Psychology*, 32(3): 311-333.

R305K050186

[Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs](#)

Regents of the University of California

Starkey, Prentice

Alice Klein (University of California, Berkeley)

Related IES Projects: [A Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge](#) (R305J020026), [Closing the SES Related Gap in Young Children's Mathematical Knowledge](#) (R305A080188) and [A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#) (R305A120262)

Publications:

2006

R305K060002

[Enhancing the Mathematical Problem Solving Performance of Sixth Grade Students Using Schema-based Instruction](#)

Regents of the University of Minnesota

Jitendra, Asha

Project Website: <http://www.cehd.umn.edu/EdPsych/MARS/About.html>

Related IES Projects: [Learning of Ratio and Proportion Problem-Solving Using Schema-Based Instruction: Efficacy and Sustainability \(R305A110358\)](#)

Publications:

Jitendra, A.K., and Star, J.R. (2012). [An Exploratory Study Contrasting High- and Lowachieving Students' Percent Word Problem Solving](#). *Learning and Individual Differences*, 22: 151–158.

Jitendra, A.K., and Star, J.R. (2011). [Meeting The Needs Of Students With Learning Disabilities In Inclusive Mathematics Classrooms: The Role Of Schema-Based Instruction On Mathematical Problem Solving](#). *Theory into Practice*, 50(1): 12-19.

Jitendra, A.K., Star, J.R., Rodriguez, M., Lindell, M., and Someki, F. (2011). [Improving Students' Proportional Thinking Using Schema-Based Instruction](#). *Learning and Instruction*, 21: 731-745.

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Jitendra, A.K., Woodward, J., and Star, J.R. (2011). Middle School Students' Thinking About Ratios and Proportions. In R. Gersten and R. Newman-Gonchar (Eds.), *Understanding RTI in Mathematics* (pp. 127-150). Baltimore, MD: Paul H. Brookes.

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R305K060011

[Getting Fractions Right with Technology-Mediated Peer-Assisted Learning \(TechPALS\)](#)

Roschelle, Jeremy

Publications:

Rafanan, K., Roschelle, J., Bhanot, R., Gorges, T., and Penuel, W. (2008). Measuring Mathematics Discourse in Technology-Supported Collaborative Activities. *Proceedings of the International Conference of the Learning Sciences*, 3: 117–118.

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Roschelle, J., Rafanan, K., Estrella, G., Nussbaum, M., and Claro, S. (2010). [From Handheld Collaborative Tool to Effect Classroom Module: Embedding CSCL in a Broader Design Framework](#). *Computers and Education*, 55: 1018–1026.

R305K060036

[Early Childhood Hands-On Science Curriculum Development and Demonstration](#)

Miami Museum of Science

Brown, Judy

Project Website: <http://www.miamisci.org/echos/>

Related IES Projects: [Lens on Science: Development and Validation of a Computer-Administered, Adaptive, IRT-Based Science Assessment for Preschool Children](#) (R305A090502) and [ECHOS: Early Childhood Hands on Science](#) (R305A100275)

Publications:

Nayfeld, I., Fuccillo, J., and Greenfield, D. B. (2013). Executive Functions in Early Learning: Extending the Relationship Between Executive Functions and School Readiness to Science. *Learning and Individual Differences*, 28: 81-88.

R305K060089

[Numbers Plus: A Comprehensive Approach to Early Mathematics Education](#)

High/Scope Educational Research Foundation
Epstein, Ann

Related IES Projects: [Numbers Plus Efficacy Study](#) (R305A110483)

Publications:

R305K060091

[Assessing Data Modeling and Statistical Reasoning](#)

Vanderbilt University
Lehrer, Richard

Project Website: <http://modelingdata.org/>

Related IES Projects: [Data Modeling Supports the Development of Statistical Reasoning](#) (R305A110685) and [Innovative Computer-Based Formative Assessment via a Development, Delivery, Scoring, and Report-Generative System](#) (R305A120217)

Publications:

Lehrer, R., Kim, M.J., and Jones, S. (2011). Developing Conceptions Of Statistics By Designing Measures Of Distribution. *International Journal on Mathematics Education(ZDM)*, 43(5): 723-736.

Lehrer, R., Kim, M.J., Ayers, E., and Wilson, M. (in press). Toward Establishing A Learning Progression To Support The Development Of Statistical Reasoning. In J.Confrey and A. Maloney (Eds.), *Learning over Time: Learning Trajectories in Mathematics Education*. Charlotte, NC: Information Age Publishers.

R305K060142

[Measuring the Efficacy and Student Achievement of Research-based Instructional Materials in High School Multidisciplinary Science](#)

Biological Sciences Curriculum Study

Taylor, Joseph A.

Publications:

2007

R305A070067

[Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#)

Quantum Simulations, Inc.

Johnson, Benny

Related IES Projects: [Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#) (R305K040008) and [A Randomized Controlled Study of the Effects of Intelligent Online Chemistry Tutors in Urban California School Districts](#) (R305A080063)

Publications:

Johnson, B.G. and D.A. Holder (2010). A Model-Tracing Intelligent Tutoring System for Assigning Oxidation Numbers in Chemical Formulas. *Chemical Educator*, 15: 447-454.

Kuhel, J.J., Wheeler, M.C., Miele, P.E., Holder, D.A. Johnson, B.G., Paterno Parsi, A.A. and Madura, J.D. (2010). Quantitative Impact of an Artificial Intelligence Tutoring System on Student Performance in Assigning Oxidation Numbers in Chemical Formulas. *Chemical Educator*, 15: 455-460.

R305A070068

[Pre-Kindergarten Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality](#)

University of Virginia

Kinzie, Mable

Publications:

Kilday, C.R., and Kinzie, M.B. (2009). [An Analysis of Instruments that Measure the Quality of Mathematics Teaching in Early Childhood](#). *Early Childhood Education Journal*, 36(4): 1082–3301.

Sackes, M., Trundle, K.C., and Flevares, L. (2009a). [Using Children’s Books to Teach Inquiry Skills](#). *Young Children*, 64 (6): 24–26.

Sackes, M., Trundle, K.C., and Flevares, L. (2009b). [Using Children’s Literature to Teach Standard-Based Science Concepts in Early Years](#). *Early Childhood Education Journal*, 36 (5): 415–422.

Sackes, M., Flevares, L., and Trundle, K.C. (2010). [Four- to Six-Year Old Children’s Conceptions of the Mechanism of Rainfall](#). *Early Childhood Research Quarterly*, 25(4): 536-546.

Trundle, K.C. and Sackes, M. (2008). Sky Observations by the Book: Lessons for Teaching Young Children Astronomy Concepts with Picture Books. *Science and Children*, 46 (1): 36–39.

Trundle, K.C., and Sackes, M. (2010). Look! It is Going to Rain: Using Books and Observations to Promote Young Children's Understanding of Clouds. *Science and Children*, 47 (8): 29–31.

Wang, F., Kinzie, M.B., McGuire, P., and Pan, E. (2010). [Applying Technology to Inquiry-Based Learning in Early Childhood Education](#). *Early Childhood Education Journal*, 37 (5): 381–389.

R305A070105

Algebra Intervention for Measured Achievement—Full Year Curriculum

WestEd

Schneider, Steve

Related IES Projects: [Algebraic Interventions for Measured Achievement](#) (R305K040003)

Publications:

WestEd (2010). *AIM for Algebra*. It's about Time: Mount Kisco, NY.

R305A070185

Effectiveness of Cognitive Tutor Algebra One Implemented at Scale

RAND Corporation

Pane, John

Publications:

R305A070218

The Potential Efficacy of Math in a Cultural Context: Sixth Grade Math Modules

University of Alaska, Fairbanks

Lipka, Jerry

Publications:

Kisker, E., Lipka, J., Adams, B.L., Rickard, A., Andrew-Ihrke, D., Yanez, E.E., and Millard, A. (2012) [The Potential Of A Culturally-Based Supplemental Math Curriculum To Reduce The Math Performance Gap Between Alaska Native and Other Students](#). *Journal for Research in Mathematics Education*, 43(1): 75-113.

Lipka, J., Andrew-Ihrke, D., and Yanez, E.E. (2011). [Yup'ik Cosmology To School Mathematics: The Power Of Symmetry and Proportional Measuring](#). *Interchange*, 42(2), 157-183.

Lipka, J., Andrew-Ihrke, D., and Yanez, E. (in press). Symmetry and More: Contributions Of Yup'ik Elders To Mathematics Education. In C. Nicols (Ed.), *Living Culturally Responsive Mathematics Curriculum and Pedagogy: Making A Difference With/In Indigenous Communities*: Sense Publications.

Lipka, J. Wong, M., Andrew-Ihrke, D., and Yanez, E. (2012). Developing An Alternative Learning Trajectory For Rational Number Reasoning, Geometry, and Measuring Based On Indigenous Knowledge. S. Mukhopadhyay and W.-M. Roth (Eds.), *Alternative Forms Of Knowing (In) Mathematics*: 159-182. Sense Publications.

R305A070440

Making Longitudinal Web-Based Assessments Give Cognitively Diagnostic Reports to Teachers, Parents, and Students While Employing Mastery Learning

Worcester Polytechnic Institute
Heffernan III, Neil

Project Website: <https://www.assistments.org/>

Related IES Projects: [Using Web-based Cognitive Assessment Systems for Predicting Student Performance on State Exams](#) (R305K030140) and [An Efficacy Study of Online Mathematics Homework Support: An Evaluation of the ASSISTments Formative Assessment and Tutoring Platform](#) (R305A120125)

Publications:

Bahador, N., Pardos, Z., Heffernan and Baker, R. (2011). Less is More: Improving the Speed and Prediction Power of Knowledge Tracing by Using Less Data In Pechenizkiy, M., Calders, T., Conati, C., Ventura, S., Romero, C., and Stamper, J. (Eds.) *Proceedings of the 4th International Conference on Educational Data Mining*. pp 101-110.

Baker, R. D., Goldstein, A. B., and Heffernan, N. T. (2011). Detecting Learning Moment-By-Moment. *International Journal Of Artificial Intelligence In Education*, 21(1-2): 5-25.

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Broderick, Z., DeNolf, K., Dufault, J., Heffernan, N., and Heffernan, C. (2011). [Increasing Parent Engagement In Student Learning Using An Intelligent Tutoring System With Automated Messages](#). *Journal of Interactive Learning Research*, 20(4), 467–490.

Feng, M., Beck, J., Heffernan, N., and Koedinger, K. (2008). Can an Intelligent Tutoring System Predict Math Proficiency as Well as a Standardized Test? In E. Baker and Beck (Eds.), *Proceedings of the 1st International Conference on Education Data Mining* (pp. 107–116). Montreal, Canada.

Feng, M., Heffernan, N., and Koedinger, K. (2009). Addressing The Assessment Challenge With An Online System That Tutors As It Assesses. *User Modeling and User-Adapted Interaction*, 19(3): 243-266.

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Medicino, M., Razzaq, L. and Heffernan, N. T. (2009). [Comparison of Traditional Homework with Computer Supported Homework](#). *Journal of Research on Technology in Education*, 41(3), 331-359.

Pardos, Z., Gowda, S., Baker, R. and Heffernan, N. (2011). Ensembling Predictions of Student Post-Test Scores for an Intelligent Tutoring System. In Pechenizkiy, M., Calders, T., Conati, C., Ventura, S., Romero,

C., and Stamper, J. (Eds.) *Proceedings of the 4th International Conference on Educational Data Mining*. pp 189-198.

Qiu, Y., Qi, Y., Lu, H., Pardos, Z. and Heffernan, N. (2011). Does Time Matter? Modeling the Effect of Time with Bayesian Knowledge Tracing In Pechenizkiy, M., Calders, T., Conati, C., Ventura, S., Romero, C., and Stamper, J. (Eds.) *Proceedings of the 4th International Conference on Educational Data Mining*. pp 139-148.

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Singh, R., Saleem, M., Pradhan, P., Heffernan, C., Heffernan, N., Razzaq, L. and Dailey, M. (2011). Improving K-12 Homework with Computers. *AIED'11 Proceedings of the Artificial Intelligence in Education Conference*. Springer. 328-336.

Singh, R., Saleem, M., Pradhan, P., Heffernan, C., Heffernan, N., Razzaq, L. Dailey, M. O'Connor, C. and Mulchay, C. (2011). Feedback during Web-Based Homework: The Role of Hints In Biswas et al (Eds) *Proceedings of the Artificial Intelligence in Education Conference 2011*. Springer. LNAI 6738, pp. 328–336.

Trivedi, S., Pardos, Z., Sarkozy, G. and Heffernan, N. (2011). Spectral Clustering in Educational Data Mining. In Pechenizkiy, M., Calders, T., Conati, C., Ventura, S., Romero, C., and Stamper, J. (Eds.) *Proceedings of the 4th International Conference on Educational Data Mining*. Pages 129-138.

R305B070048

[Evaluation of the First In Math Online Mathematics Program in New York City: A Randomized Control Trial](#)

WestEd

Flaherty, John

Publications:

R305B070299

[Teaching Fractions and Integers: The Development of a Research-Based Instructional Practice](#)

University of California, Berkeley

Saxe, Geoffrey

Publications:

Saxe, G.B., Gearhart, M., Shaughnessy, M., Earnest, D., Cremer, S., Sitabkhan, Y., Platas, L., and Young, A. (2009). A Methodological Framework and Empirical Techniques for Studying the Travel of Ideas in Classroom Communities. In Schwartz, T., Dreyfus, R. Hershkovitz (Eds.), *Transformation of Knowledge in Classroom Interaction* (pp. 203–222). New York, NY: Routledge.

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Saxe, G.B., De Kirby, K., Le, M., Sitabkhan, Y., and Earnest, D. (In Press). Understanding Learning Across Lessons In Classroom Communities: A Multi-Level Analytic Approach. To Appear In A. Bikner-Ahsbabs, G. Kaiser, N. Presmeg (Eds.). *Doing (Qualitative) Research: Methodology and Methods In Mathematics Education*. ZDM Research Handbook Series: Advances In Mathematics Education. Springer..

Saxe, G.B., Shaughnessy, M., Gearhart, M., and Haldar, L.C. (In Press). Coordinating Numerical and Linear Units: Elementary Students' Strategies For Locating Whole Numbers On The Number Line. *Mathematical Thinking and Learning*.

Saxe, G.B., Diakow, R., Gearhart, M. (2013). Towards Curricular Coherence In Integers and Fractions: The Efficacy Of A Lesson Sequence That Uses The Number Line As The Principal Representational Context. *ZDM*. Special Issue (Classroom-Based Interventions In Mathematics Education): 1-22.

Gearhart, M., and Saxe, G.B. (In Press). Differentiated Instruction In Shared Mathematical Contexts. *Teaching Children Mathematics*.

R305B070325

mCLASS:Math: Development and Analysis of an Integrated Screening, Progress Monitoring, and Cognitive Assessment System for K-3 Mathematics

Columbia University, Teachers College
Ginsburg, Herbert

Publications:

Ginsburg, H.P., Pappas, S., Lee, Y.S., and Chiong, C. (2011). How Did You Get That Answer?: Computer Assessments of Young Children's Mathematical Minds in mCLASS:Math. In Noyce, P., and Hickey, D. T., *Formative Assessment in Learning Contexts, the Next Generation*. (pp. 49-67). Harvard Education Press.

Hampton, D.D., Lembke, E.S., Lee, Y.-S., Pappas, S., Chiong, C., and Ginsburg, H. (2012). Technical Adequacy of Early Numeracy Curriculum-Based Progress Monitoring Measures for Kindergarten and First-Grade Students. *Assessment for Effective Intervention*, 37(2), 118-126.

Lee, Y.S., Lembke, E., Moore, D., Ginsburg, H., and Pappas, S. (2012). Item-Level and Construct Evaluation of Early Numeracy Curriculum-Based Measures. *Assessment for Effective Intervention*, 37(2): 107-117.

Lee, Y.S., Lembke, E., Moore, D., Ginsburg, H., and Pappas, S. (2007). mCLASS®:MATH –Identifying technically adequate early mathematics measures. Brooklyn, NY: Wireless Generation, Inc.

Lee, Y.S., Pappas, S., and Chiong, C., and Ginsburg, H. (2010). mCLASS®:MATH – Technical Manual. Brooklyn, NY: Wireless Generation, Inc.

R305B070430

Democratizing Access to Core Mathematics Grades 9-12

University of Massachusetts, Dartmouth
Hegedus, Stephen

Publications:

Berube, B., Hegedus, S., Orrill, C., and Tapper, J. (2010). Does the teacher matter when implementing a new technology and curriculum program? In M.M. F. Pinto and T. F. Kawasaki (Eds.), *Proceedings of the*

34th Conference of International Group for the Psychology of Mathematics Education (Vol. 2, pp. 209-216). Belo Horizonte, Brazil: PME

Brookstein, A., Hegedus, S., Dalton, S., Tapper, J, and Moniz, R. (2011). *Measuring Student Attitude in SimCalc Classrooms*. Technical Report #4. Fairhaven, MA: Kaput Center for Research and Innovation in STEM Education, UMass Dartmouth. Dalton, S., and Hegedus, S. (in press). Learning and participation in high school classrooms. To appear in S. Hegedus and J. Roschelle (Eds.), *The SimCalc vision and contributions: Democratizing access to important mathematics*. Berlin: Springer-Verlag.

Hegedus, S. (2007). Classroom Connectivity. *Educational Technology Special Issue on Mobile Computing*, 47 (3): 21–25.

Hegedus, S., and Moreno-Armella, L. (2008). Analyzing the Impact of Dynamic Representations and Classroom Connectivity on Participation, Speech and Learning. In L. Radford, G. Schubring, and F. Seeger (Eds.), *Semiotics Education: Epistemology, Historicity and Culture* (pp. 175–194). Rotterdam, Netherlands: Sense Publishers.

Hegedus, S., and Penuel, W. (2008). Studying New Forms of Participation and Classroom Identity in Mathematics Classrooms With Integrated Communication and Representational Infrastructures. *Special Issue of Educational Studies in Mathematics: Democratizing Access to Mathematics through Technology—Issues of Design and Implementation*, 68 (2): 171–184.

Moreno-Armella, L., and Hegedus, S., and Kaput J. (2008). Constitution of Symbols and the Evolution of the Reference Field With Digital Technologies. *Special Issue of Educational Studies in Mathematics: Democratizing Access to Mathematics through Technology—Issues of Design and Implementation*, 68 (2): 99–112.

R305B070508

[Successful Transitions to Algebra 1: A Randomized Control Trial of Two Theories of Ninth Grade Algebra Instruction](#)

Johns Hopkins University

Balfanz, Robert

Ruth Neild

Publications:

R305B070554

[Evaluating Math Recovery With Student Outcomes](#)

Vanderbilt University

Cobb, Paul

Publications:

Smith, T.M., Cobb, P., Farran, D.C., Cordray, D.S., and Munter, C. (2013). Evaluating Math Recovery: Assessing The Causal Impact Of A Diagnostic Tutoring Program On Student Achievement. *American Educational Research Journal*, 50(2): 397-428.

2008

R305A080063

[A Randomized Controlled Study of the Effects of Intelligent Online Chemistry Tutors in Urban California School Districts](#)

WestEd

Schneider, Steve

Related IES Projects: [Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#) (R305K040008) and [Integrated Software for Artificial Intelligence Tutoring and Assessment in Science](#) (R305A070067)

Publications:

R305A080093

[Bringing Cognitive Tutors to the Internet: A Website that Helps Middle-School Students Learn Math](#)

Carnegie Mellon University

Aleven, Vincent

Related IES Projects: [Combining Advantages of Collaborative and Individual Learning with an Intelligent Tutoring System for Fractions](#) (R305A120734) and [Use of Machine Learning to Adaptively Select Activity Types and Enhance Student Learning with an Intelligent Tutoring System](#) (R305A130215)

Publications:

R305A080114

[Early Learning in Mathematics: Efficacy in Kindergarten Classrooms](#)

University of Oregon

Baker, Scott

Grant Transferred to: Pacific Institutes for Research

Project Website: <http://ctl.uoregon.edu/research/projects/elm/>

Related IES Projects: [Early Learning in Mathematics: A Prevention Approach](#) (R305K040081) and [A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#) (R305A120262)

Publications:

Clarke, B., Smolkowski, K., Baker, S., Fien, H., and Chard, D. (2011). [The Impact of a Comprehensive Tier I Kindergarten Curriculum on the Achievement of Students At-Risk in Mathematics](#). *Elementary School Journal*, 111(4): 561-584.

Doabler, C., and Fien, H. (2013). Explicit Mathematics Instruction: What Teachers Can For Teaching At Risk Learners. *Intervention in School and Clinic*, 48(5): 276-285.

Doabler, C.T., Fien, H., Nelson-Walker, N.J., and Baker, S.K. (2012). Evaluating Three Elementary Mathematics Programs For Presence Of Eight Research-Based Instructional Design Principles. *Learning Disability Quarterly*, 35(4): 200-211

Doabler, C.T. Strand-Cary, M., Jungjohann, K., Fien, H., Clarke, B., Baker, S., Smolkowski, K., and Chard, D. (2012). [Enhancing Core Math Instruction for Students at-Risk for Mathematics Disabilities](#), *Teaching Exceptional Children*, 44(4): 48-57.

R305A080147

[A Longitudinal Study of Gender and Mathematics Using ECLS-K Data](#)

University of Illinois, Urbana-Champaign

Lubienski, Sarah

Publications:

Lubienski, S. T. (2012). Commentary on the Chapter by Gabriele Kaiser, Maren Hoffstall and Anna B. Orschulik, "Gender Role Stereotypes in the Perception of Mathematics—Results of an Empirical Study with Secondary Students in Germany". In *Towards Equity in Mathematics Education* (pp. 141-144). Springer Berlin Heidelberg.

Lubienski, S.T., Robinson, J.P., Crane, C.C., and Ganley, C.M. (2013). Girls' and Boys' Mathematics Achievement, Affect, and Experiences: Findings from ECLS-K. *Journal for Research in Mathematics Education*, 44(4), 634-645.

Robinson, J.P., and Lubienski, S.T. (2010). The Development of Gender Gaps in Mathematics and Reading Achievement Gaps: Exploring Direct Cognitive Assessments and Teacher Ratings. *American Educational Research Journal*. 42(2): 268-302

R305A080225

[Multilevel Assessments of Science Standards \(MASS\)](#)

WestEd

Quellmalz, Edys

Publications:

R305A080422

[BSCS Science: An Inquiry Approach—Development of a Conceptually Coherent, Multidisciplinary Science Program for Grade Eight](#)

Biological Sciences Curriculum Study

Carlson, Janet

Publications:

R305A080464

Closing the Achievement Gap in Middle School Mathematics Utilizing Stanford University's Education Program for Gifted Youth Differentiated Mathematics Program

Stanford University

Suppes, Patrick

Publications:

Suppes, P., Holland, P.W., Hu, Y., and Vu, M.T. (2013). Effectiveness of an Individualized Computer-Driven Online Math K-5 Course in Eight California Title I Elementary Schools. *Educational Assessment*, 18(3). Published online August 14, 2013. DOI:10.1080/10627197.2013.814516.

R305A080479

Fostering Fluency With Basic Addition and Subtraction

Baroody, Arthur

Related IES Projects: [Developing an Intervention to Foster Early Number Sense and Skill \(R305K050082\)](#)

Publications:

Baroody, A.J., and Varma, S. (2009). The Active Construction View of Basic Number Fact Knowledge: New Directions for Cognitive Neuroscience. In J. Baek, A. E. Kelly, and L. Kalbfleisch (Eds.), *Neuropsychology and Mathematics Education*.

Baroody, A.J., Bajwa, N.P., and Eiland, M. (2009). [Why Can't Johnny Remember the Basic Facts?](#) *Developmental Disabilities Research Reviews*, 15(1): 69–79.

Baroody, A.J., Eiland, M.D., Purpura, D.J., and Reid, E.E. (2012). Fostering At-Risk Kindergarten Children's Number Sense. *Cognition and Instruction*, 30(4): 435–470.

Baroody, A.J., Eiland, M. D., Purpura, D.J., and Reid, E.E. (2013). Can Computer-Assisted Discovery Learning Foster First Graders' Fluency With The Most Basic Addition Combinations? *American Educational Research Journal*, 50(3): 533-573.

Baroody, A.J., Purpura, D.J., and Reid, E.E. (2012). Comments On Learning and Teaching Early and Elementary Mathematics. In J.S. Carlson, J.R. Levin (Eds.), *Instructional Strategies For Improving Students' Learning: Focus On Early Reading and Mathematics* (pp. 163-175). Charlotte, NC US: IAP Information Age Publishing.

Baroody, A.J., Purpura, D.J., Reid, E.E., Paliwal, V., and Bajwa, N.P. (in press). Early childhood mathematics education. P. Schuermann (Ed.), *Oxford Bibliographies Online*. New York: Oxford University Press.

Baroody, A.J., and Varma, S. (in press). The Active Construction View Of Basic Number Fact Knowledge: New Directions For Cognitive Neuroscience. In J. Baek, A. E. Kelly, and L. Kalbfleisch (Eds.), *Neuropsychology and mathematics education*.

Palmer, A., and Baroody, A.J. (2011). Blake's Development Of The Number Words "One," "Two," and "Three". *Cognition and Instruction*, 29(3): 265-296.

Purpura, D.J., Baroody, A.J., and Lonigan, C.J. (in press). The Transition from Informal to Formal Mathematical Knowledge: Mediation by Numerical Knowledge. *Journal of Educational Psychology*.

R305A080667

[Agent and Library Augmented Shared Knowledge Areas \(ALASKA\)](#)

Pepperdine University

Hamilton, Eric

Publications:

2009

R305A090094

[Efficacy of the Science Writing Heuristic Approach](#)

University of Iowa

Hand, Brian

William Therrien and Mack Shelley

Publications:

French, B.F., Hand, B., Therrien, W.J., and Valdivia Vazquez, J.A. (2012). Detection Of Sex Differential Item Functioning In The Cornell Critical Thinking Test. *European Journal of Psychological Assessment*, 28(3): 201-207.

Therrien, W., Hughes, C. and Hand, B. (2011). Introduction To Special Issue On Science Education and Students With Learning Disabilities. *Learning Disabilities Research and Practice*, 26: 186-187.

Therrien, W. J., Taylor, J. C., Hosp, J. L., Kaldenberg, E. R., and Gorsh, J. (2011). Science Instruction For Students With Learning Disabilities: A Meta-Analysis. *Learning Disabilities Research and Practice*, 26(4): 188-203.

Villanueva, M.G. and Hand, B. (2011). [Science For All: Engaging Students With Special Needs In and About Science](#). *Learning Disabilities Research and Practice*, 26: 233-240.

R305A090111

[The Cognitive, Psychometric, and Instructional Validity of Curriculum-Embedded Assessments: In-Depth Analyses of the Resources Available to Teachers Within “Everyday Mathematics”](#)

University of Illinois at Chicago

Pellegrino, James

Susan Goldman, Louis DiBello, William Stout, and Alison Castro

Publications:

R305A090170

[ASSISTment Meets Science Learning \(AMSL\)](#)

Worcester Polytechnic Institute

Gobert, Janice

Neil Heffernan, Joseph Beck, and Kenneth Koedinger

Related IES Projects: [The Development of an Intelligent Pedagogical Agent for Physical Science Inquiry Driven by Educational Data Mining](#) (R305A120778)

Publications:

Pedro, M., Baker, R.D., Gobert, J.D., Montalvo, O., and Nakama, A. (2013). Leveraging Machine-Learned Detectors Of Systematic Inquiry Behavior To Estimate and Predict Transfer Of Inquiry Skill. *User Modeling and User-Adapted Interaction*, 23(1): 1-39.

R305A090195

Testing the Effectiveness of CALM for High School Chemistry Students

Indiana University
Plucker, Jonathan
Romualdo de Souza

Publications:

R305A090197

Efficacy Study of AnimalWatch: An Intelligent Tutoring System for Pre-Algebra

WestEd
Schneider, Steve
Carole Beal (University of Arizona)

Project Website: <http://www.animalwatch.arizona.edu/>

Related IES Projects: [AnimalWatch: An Intelligent Tutoring System for Grade 6 Mathematics](#) (R305K050086)

Publications:

R305A090203

Molecules and Minds: Developing Bridging Scaffolds to Improve Chemistry Learning

New York University
Milne, Catherine
Jan Plass; Bruce Homer; Trace Jordan

Related IES Projects: [Molecules and Minds: Optimizing Simulations for Chemistry Education](#) (R305K050140)

Publications:

Plass, J.L., Moreno, R., and Brünken, R. (Eds.). (2010). *Cognitive Load Theory*. Cambridge University Press.

R305A090210

Systems and Cycles: Using Structure-Behavior-Function Thinking as a Conceptual Tool for Understanding Complex Natural Systems in Middle School Science

Rutgers University

Hmelo-Silver, Cindy

Rebecca Jordan, Ashok Goel, and Spencer Rugaber

Publications:

Eberbach, C., Hmelo-Silver, C.E., and Jordan, R. (2012). Multiple Trajectories For Understanding Ecosystems. In *Proceedings International Conference Of The Learning Sciences 2012*.

Hmelo-Silver, C.E. , Jordan, R., and Sinha, S. (In Press). Seeing To Understand: Using Visualizations To Understand Learning In Technology-Rich Learning Environments. In R. Luckin, J. Underwood, N. Winters, P. Goodyear, B. Grabowski, and S. Puntambekar (Eds.). *Handbook Of Design In Educational Technology*.

Honwad, S. Hmelo-Silver, C.E., Jordan, R., Sinha, S., Eberbach, C., Goel, A., and Rugaber, S. (2011). Learning About Ecosystems In A Computer Supported Collaborative Learning Environment. In H. Spada, G. Stahl, N. Miyake, N. Law (Eds.). *CSCL2011: Connecting Research To Practice, Volum II*. (pp. 982-983). International Society For The Learning Sciences.

Vattam, S.S., Goel, A.K., Rugaber, S., Hmelo-Silver, C.E., Jordan, R., Gray, S., and Sinha, S. (2011). Understanding Complex Natural Systems By Articulating Structure-Behavior-Function Models. *Educational Technology and Society, 14*: 66-81.

R305A090281

Promoting Science among English Language Learners (P-SELL): Efficacy and Sustainability

University of Miami

Lee, Okhee

Randall Penfield

Project Website: <http://sites.education.miami.edu/psell/for-p-sell-teachers/>

Publications:

R305A090288

Academic Achievement in Limited English Proficient Students: A Multivariate Latent Growth Modeling Analysis of Predictors, Mediators, and Moderators

Lake Forest College

Guglielmi, Sergio

Publications:

Guglielmi, R.S. (2012). Math and Science Achievement In English Language Learners: Multivariate Latent Growth Modeling Of Predictors, Mediators, and Moderators. *Journal of Educational Psychology, 104*(3): 580-602.

R305A090344

[Cosmic Chemistry: Engaging Summer Learning for High School Students](#)

Mid-continent Research for Education and Learning (McREL)

Mackety, Dawn

Publications:

R305A090527

[Spatial Temporal Mathematics at Scale: An Innovative and Fully Developed Paradigm to Boost Math Achievement Among All Learners](#)

University of California, Irvine

Martinez, Michael

Publications:

Tran, N.A., Schneider, S., Duran, L., Conley, A., Richland, L., Burchinal, M., and ... Martinez, M.E. (2012). The Effects Of Mathematics Instruction Using Spatial Temporal Cognition On Teacher Efficacy and Instructional Practices. *Computers In Human Behavior*, 28(2): 340-349.

R305A090528

[Applications of Intelligent Tutoring Systems \(ITS\) to Improve the Skill Levels of Students with Deficiencies in Mathematics](#)

University of Memphis

Hu, Xiangen

Related IES Projects: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)

(R305C120001)

Publications:

Mo, L., Yang, F., Hu, X., Calaway, F., and Nickey, J. (2011). ACT Test Performance By Advanced Placement Students In Memphis City Schools. *The Journal Of Educational Research*, 104(5): 354-359.

Mo, L., Yang, F., and Hu, X. (2011). An Empirical Examination Of IRT Information For School Climate Surveys. *Educational Research and Evaluation*, 17(1): 33-45.

R305A090549

[Promoting Robust Understanding of Genetics with a Cognitive Tutor that Integrates Conceptual Learning with Problem Solving](#)

Carnegie Mellon University

Corbett, Albert

Publications:

Baker, R.S.J.d. (2010). Mining Data for Student Models. In R. Nkambou et al. (Eds.), *Advances in intelligent tutoring systems, SCI 308* (pp. 323-337). Springer Berlin Heidelberg.

Baker, R.S.J.d., Gowda, S.M., and Corbett, A.T. (2011). Automatically Detecting a Student's Preparation for Future Learning: Help Use is Key. In *Proceedings of the 4th International Conference on Educational Data Mining* (pp. 179-188).

Baker, R.S.J.d., Gowda, S.M., and Corbett, A.T. (2011). Towards Predicting Future Transfer of Learning. In G. Biswas et al. (Eds.), *Proceedings of 15th International Conference on Artificial Intelligence in Education 2011* (pp. 23-30). Springer Berlin Heidelberg.

Corbett, A., MacLaren, B., Wagner, A., Kauffman, L., Mitchell, A., and Baker, R.S.J.d. (2013). Enhancing Robust Learning Through Problem Solving in the Genetics Cognitive Tutor. In *Proceedings of the Thirty-fifth Annual Meeting of the Cognitive Science Society* (pp. 2094-2099).

Corbett, A., MacLaren, B., Wagner, A., Kauffman, L., Mitchell, A., and Baker, R.S.J.d. (2013). Differential Impact of Learning Activities Designed to Support Robust Learning in the Genetics Cognitive Tutor. In K. Yacef et al. (Eds.), *Proceedings of AIED 2013, LNAI 7926* (pp. 319-328). Springer Berlin Heidelberg.

2010

R305A100069

[Embedded Assessments Using the ChemCollective Virtual Lab](#)

WestEd

Timms, Michael

Jodi Davenport and David Yaron

Project Website: <http://www.chemvlab.org/home/index.php>

Publications:

Davenport, J. L., Rafferty, A., Timms, M. J., Yaron, D., and Karabinos, M. (2012). ChemVLab+: Evaluating a Virtual Lab Tutor for High School Chemistry. *The Proceedings of the 2012 International Conference of the Learning Sciences*.

R305A100116

[National Randomized Control Trial of Everyday Mathematics](#)

Southwest Educational Development Corporation

Vaden-Kiernan, Michael

Geoffrey Borman

Project Website: <http://research.sedl.org/ocr-em/>

Publications:

R305A100150

[Transforming Algebra Assignments](#)

Strategic Education Research Partnership Institute

Donovan, Mary Suzanne

Julie Booth, Kenneth Koedinger, Andrew Elliot, and Juliana Paré-Blagoev

Publications:

Augustine, A.A., Larsen, R.J., and Elliot, A.J. (2013). Affect Is Greater Than, Not Equal to, Condition: Condition and Person Effects in Affective Priming Paradigms. *Journal of Personality*, 81(4): 355-364.

R305A100181

[Improving Mathematics Achievement through Active Student Participation in Mathematics Classrooms](#)

University of California, Los Angeles

Webb, Noreen

Megan Franke and Marsha Ing

Publications:

Ing, M., and Webb, N.M. (2012). Characterizing Mathematics Classroom Practice: Impact Of Observation and Coding Choices. *Educational Measurement: Issues and Practice*, 31(1): 14-26.

Turrou, A.C. and Fernandez, C.H. (Accepted). Mathematical Proficiency and Perseverance In Action: The Case Of Maria and Andrew. *Journal Of Mathematics Education At Teachers College*.

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R305A100234

[An Adaptive Testing System for Diagnosing Sources of Mathematics Difficulties](#)

Georgia Institute of Technology

Embretson, Susan

Bruce Walker, John Poggio, Neal Kingston, and Edward Meyen

Publications:

Embretson, S.E. and Yang, X. (2013). A Multicomponent Latent Trait Model For Diagnosis. *Psychometrika*, 78: 14-36.

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R305A100475**[Establishing the Validity and Diagnostic Capacity of Facet-Based Science Assessments](#)**

SRI International

DeBarger, Angela

Louis DiBello, James Minstrell

Project Website: <http://ctl.sri.com/projects/displayProject.jsp?Nick=facet>

Publications:

R305A100518**[Creating Cross-Grade Assessments of the Development of Core Algebraic Constructs](#)**

Education Testing Service

Bauer, Malcolm

Publications:

R305A100692**[Learning Progressions in Middle School Science Instruction and Assessment](#)**

University of California, Berkeley

Wilson, Mark

Project Website: <http://bearcenter.berkeley.edu/projects/LPS/>

Publications:

R305A100714**[Toward High School Biology: Helping Middle School Students Make Sense of Chemical Reactions](#)**

American Association for the Advancement of Science (AAAS)

Roseman, Jo Ellen

Publications:

R305A100822

Do Professional Communities Improve K-16 Curricula Mastery and Augment Mathematics Achievement?

University of North Carolina, Charlotte
Moller, Stephanie
Elizabeth Stearns and Roslyn Mickelson

Publications:

Moller, S., Mickelson, R., Stearns, E., Banerjee, N., and Bottia, M. (2013). Collective pedagogical teacher culture and mathematics achievement: Differences by race, ethnicity, and socioeconomic status. *Sociology Of Education*, 86(2): 174-194.

R305A100909

Argument-Driven Inquiry in the Middle and High School Laboratory—The Refinement and Further Development of a New Instructional Model

Florida State University
Sampson, Victor
Sherry Southerland; Donna Ellen Granger

Project Website: <http://adi.lsi.fsu.edu/>

Publications:

Enderle, P., Grooms, J., Campbell, H., and Bickel, R. (Accepted). Cross---Disciplinary Writing: Scientific Argumentation, The Common Core, and The ADI Model. Submitted To *Science Scope*.

Sampson, V., Enderle, P. and Walker J. (2011). The Development and Validation Of The Assessment Of Scientific Argumentation In The Classroom (ASAC) Observation Protocol: A Tool For Evaluation How Students Participate In Scientific Argumentation. In M. Kilne (Ed.), *Perspectives In Scientific Argumentation: Theory, Practice, and Research* (pp. 235-264). New York, NY: Springer.

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Sampson, V., Grooms, J., and Enderle, P. (Accepted). Argumentation In Science and Science Education. Submitted To *The Science Teacher*.

R305A100992

The Connected Chemistry Curriculum

University of Illinois at Chicago

Stieff, Mike

Philip DeShong

Project Website: <http://connchem.org/>

Publications:

Stieff, M. (2011). Fostering Representational Competence Through Argumentation With Multi-Representational Displays. *Proceedings Of The 9th International Conference On Computer-Supported Collaborative Learning* (Vol. 1, pp. 288-295). Mahwah, NJ: Erlbaum.

Stieff, M. (2011). [Improving Representational Competence Using Multi-Representational Learning Environments](#). *Journal Of Research In Science Teaching*, 48(10): 1137-1158.

2011

R305A110188

Longitudinal Study of a Successful Scaling-Up Project: Extending TRIAD

State University of New York, Buffalo

Clements, Douglas

Grant Transferred to: University of Denver, Award Number R305A120813

Related IES Projects: [Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies](#) (R305K051057)

Publications:

R305A110358

Learning of Ratio and Proportion Problem-Solving Using Schema-Based Instruction: Efficacy and Sustainability

Regents of the University of Minnesota

Jitendra, Asha

Jon Star (Harvard University)

Project Website: <http://www.cehd.umn.edu/EdPsych/MARS/About.html>

Related IES Projects: [Enhancing the Mathematical Problem Solving Performance of Sixth Grade Students Using Schema-based Instruction](#) (R305K060002)

Publications:

R305A110500**Focused and Coherent Elementary Mathematics: Japanese Curriculum Resources for U.S. Teachers**

Mills College

Lewis, Catherine

Rebecca Perry (Mills College), Akihiko Takahashi (GER Lab, Inc.), Makoto Yoshida (Global Education Resources), and Tad Watanabe (Math Horizon)

Related IES Projects: [Japanese Structured Problem-Solving As a Resource for U.S. Elementary Mathematics Teachers: Program Development and Testing](#) (R305A110491)

Publications:

R305A110685**Data Modeling Supports the Development of Statistical Reasoning**

Vanderbilt University

Lehrer, Richard

Mark Lipsey (Vanderbilt University) and Mark Wilson (University of California, Berkeley)

Project Website: <http://modelingdata.org/>

Related IES Projects: [Assessing Data Modeling and Statistical Reasoning](#) (R305K060091) and [Innovative Computer-Based Formative Assessment via a Development, Delivery, Scoring, and Report-Generative System](#) (R305A120217)

Publications:

R305A1100621**Scientific Validation of a Set of Instruments Measuring Fidelity of Implementation (FOI) of Reform-Based Science and Mathematics Instructional Materials**

University of Chicago

Kim, Dae

Amy Cassata-Widera and Jeanne Century

Project Website: <http://researcherswithoutborders.org/projects/measuring-enactment>

Publications:

2012

R305A120045

[Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi Schools](#)

Mid-continent Research for Education and Learning (McREL)

Beesley, Andrea

Publications:

R305A120138

[The Development and Validation of an Assessment Instrument to Study the Progression of Understanding of Ideas about Energy from Elementary School through High School](#)

American Association for the Advancement of Science (AAAS)

Herrmann Abell, Cari

George DeBoer

Publications:

R305A120184

[Investigation of the Efficacy of the JUMP Program of Mathematics Instruction](#)

The Hospital for Sick Children

Tannock, Rosemary

Bruce Ferguson

Publications:

R305A120217

[Innovative Computer-Based Formative Assessment via a Development, Delivery, Scoring, and Report-Generative System](#)

University of California, Berkeley

Wilson, Mark

Richard Lehrer (Vanderbilt University)

Related IES Projects: [Assessing Data Modeling and Statistical Reasoning](#) (R305K060091) and [Data Modeling Supports the Development of Statistical Reasoning](#) (R305A110685)

Publications:

R305A120262

[A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#)

WestEd

Starkey, Prentice

Alice Klein; Scott Baker and Ben Clarke (University of Oregon)

Related IES Projects: [Early Learning in Mathematics: A Prevention Approach](#) (R305K040081), [Early Learning in Mathematics: Efficacy in Kindergarten Classrooms](#) (R305A080114), [A Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge](#) (R305J020026), [Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs](#) (R305K050186) and [Closing the SES Related Gap in Young Children's Mathematical Knowledge](#) (R305A080188)

Publications:

R305A120390

[SimScientists Assessment System](#)

WestEd

Quellmalz, Edys

Barbara Buckley, Mark Loveland, Matt Silberglitt, and Daniel Brenner

Related IES Projects: [SimScientists: Interactive Simulation-Based Science Learning Environments](#) (R305A080614)

Publications:

R305A120778

[The Development of an Intelligent Pedagogical Agent for Physical Science Inquiry Driven by Educational Data Mining](#)

Worcester Polytechnic Institute

Gobert, Janice

Related IES Projects: [ASSISTment Meets Science Learning \(AMSL\)](#) (R305A090170)

Project Website: <http://sling.org/>

Publications:

Gobert, J., Sao Pedro, M., Baker, R.S., Toto, E., and Montalvo, O. (2012). Leveraging Educational Data Mining For Real Time Performance Assessment Of Scientific Inquiry Skills Within Microworlds, *Journal Of Educational Data Mining*, 15(4): 153-185.

Gobert, J., Sao Pedro, M., Raziuddin, J., ad Baker, R. (Accepted). From Log Files To Assessment Metrics For Science Inquiry Using Educational Data Mining. To Appear In *Journal Of The Learning Sciences*.

Gobert, J. (in press). Microworlds. In Gunstone, R. (Ed.) *Encyclopedia Of Science Education*. Springer.

Sao Pedro, M., Baker, R., and Gobert, J. (in press). Incorporating Scaffolding and Tutor Context Into Bayesian Knowledge Tracing To Predict Inquiry Skill Acquisition. To Appear In *Proceedings Of The 6th International Conference On Educational Data Mining*. Memphis, TN.

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2013

R305A130160

[SimScientists Model Progressions](#)

WestEd

Quellmalz, Edys

Barbara Buckley, Mark Loveland, Daniel Brenner

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Publications:

MIDDLE AND HIGH SCHOOL REFORM

2006

R305R060022

[Study of the Efficacy of North Carolina's Learn and Earn Early College High School Model](#)

University of North Carolina, Greensboro
Edmunds, Julie

Publications:

Edmunds, J. A., Bernstein, L., Glennie, E., Willse, J., Arshavsky, N., Unlu, F., Bartz, D., Silberman, T., Scales, W.D. and Dallas, A. (2010). Preparing Students For College: The Implementation and Impact Of The Early College High School Model. *Peabody Journal Of Education*, 85: 348-364.

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R305R060059

[Comprehensive Evaluation of the Effects of District-Wide High School Curriculum Reform on Academic Achievement and Attainment in Chicago](#)

University of Chicago
Allensworth, Elaine

Publications:

Journal Articles

Allensworth, E., Nomi, T., Montgomery, N., and Lee, V. (2009). College Preparatory Curriculum For All: Academic Consequences Of Requiring Algebra and English I For Ninth Graders In Chicago, *Educational Evaluation and Policy Analysis*, 31 (4): 367-391.

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R305R060062

[Assessing the Effectiveness of the Small High School Initiative](#)

University of Chicago
Schanzenbach, Diane

Publications:

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R305R060096

[The Impact of Exit Exam Performance on High School and Post-Secondary Outcomes](#)

University of Florida
Clark, Damon

Publications:

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2007

R305B070131

[Implications of High School Course Availability and Course-Taking](#)

Florida State University

Iatarola, Patrice

Publications:

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R305B070702

[A Randomized Efficacy Trial of Academically Enhanced Rigorous Career Academies: Studying the Impact of the National Academy Foundation \(NAF\) Model](#)

MDRC

Kemple, James

Publications:

Visher, M.G., Altuna, J.N., and Safran, S. (2013). Making It Happen: How Career Academies Can Build College and Career Exploration Programs. *MDRC*

2008

R305A080127

[The Consequences for High School Students of Failing State Exit Exams: Evidence from Massachusetts](#)

President and Fellows of Harvard College, Graduate School of Education

Murnane, Richard

Related IES Projects: [Intended and Unintended Consequences of State High-Stakes Testing: Evidence from Standards-Based Reform in Massachusetts](#) (R305E100013)

Publications:

Papay, J.P., Murnane, R.J., and Willett, J.B. (2008). The Consequences of High School Exit Examinations for Struggling Low-Income Urban Students: Evidence from Massachusetts. National Bureau of Economic Research Working Paper 14186.

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R305A080211

A Curriculum Engagement: Micro-Process Interventions in Middle and High School to Improve Attendance, Behavior, Achievement and Grade Promotion for At-Risk Ninth Graders

Johns Hopkins University
Legters, Nettie

Publications:

Davis, M., Herzog, L. and Legters, N. (2013). Organizing Schools To Address Early Warning Indicators (Ewis): Common Practices and Challenges. *Journal Of Education For Students Placed At Risk*, 18: 84-100.

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Mac Iver, M. A. and Mac Iver, D.J. (2009). *Beyond The Indicators: An Integrated School-Level Approach To Dropout Prevention*. Arlington, VA: The Mid-Atlantic Equity Center, George Washington University Center For Equity and Excellence In Education.

R305A080522

Do Small Schools Improve Student Performance in Large Urban Districts? Evidence from New York City

New York University
Stiefel, Leanna
Amy Ellen Schwartz

Publications:

Iatarola, P., Schwartz, A.E., Stiefel, L., and Chellman, C. (2008). Small Schools, Large Districts: Small School Reform and New York City's Students, *Teachers College Record*, 110 (9): 1837-1878.

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R305A080544

High School Preparation for College Completion

Johns Hopkins University
Balfanz, Robert

Publications:

2010

R305A100423

[Bringing Rigor and Relevance to High School Reform Through Thematic Curricula](#)

Institute for Research and Reform in Education (IRRE)

Connell, James

Publications:

NATIONAL RESEARCH AND DEVELOPMENT CENTERS

2004

R305A040043

[National Research and Development Center on School Choice](#)

Vanderbilt University

Goldring, Ellen

Marisa Cannata, Dale Ballou, Timothy C. Caboni, John Cronin, Ellen B. Goldring, Ruth Green, James W. Guthrie, William G. Howell, Caroline M. Hoxby, Michael Kamil, Tom Loveless, Paul Peterson, Claire Smrekar, Matthew G. Springer, Herbert J. Walberg, Kenneth K. Wong.

Center Website: <http://www.vanderbilt.edu/schoolchoice/>

Publications:

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- Hoxby, C.M. and Rockoff, J. (2005) [Findings from the City of Big Shoulders: Younger Students Learn More in Charter Schools](#). *Education Next*, 5(4) 52–58.
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[National Research Center on Rural Education Support](#)

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Related IES Projects: [The Targeted Reading Intervention: A Web-Based Professional Development Program Targeting K-1 Classroom Teachers and Their Struggling Readers](#) (R305A100654)

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Center for Data-Driven Reform in Education

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Publications:

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Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

University of Houston

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Diane August, Coleen Carlson, Jana Echevarria, David Francis, Elfrieda Hiebert, Sylvia Linan-Thompson, Catherine Richards, Deborah Short, Catherine Snow, Sharon Vaughn.

Center Website: <http://www.cal.org/create/>

Publications:

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National Center for Postsecondary Research

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Related IES Projects: [Improving Information and Access to Financial Aid: Expanding the FAFSA Experiment](#) (R305A120280)

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National Center for Research on Early Childhood Education

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Center Website: <http://www.ncrece.org/>

Publications:

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National Center for Performance Incentives (Policy-NCPI)

Vanderbilt University

Guthrie, James W.

Center Website: <http://www.performanceincentives.org/>

Publications:

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National Research Center on the Gifted and Talented

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Renzulli, Joseph

Center Website: <http://www.gifted.uconn.edu/>

Publications:

Journal Articles

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Center for Analysis of Longitudinal Data in Education Research (CALDER)

American Institutes for Research

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Center Website: <http://www.caldercenter.org/>

Publications:

Journal Articles:

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R305C080022

National Research and Development Center on Instructional Technology: Possible Worlds

Education Development Center, Inc.
Brunner, Cornelia

Publications:

2009

R305C090022

The National Center for Research on Rural Education

University of Nebraska, Lincoln
Sheridan, Susan

Project Website: <http://r2ed.unl.edu/>

Publications:

Semke, C.A., and Sheridan, S.M. (2012). Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature. *School Community Journal*, 22(1), 21-47.

R305C090023

National Center for Teacher Effectiveness: Validating Measures of Effective Math Teaching

President and Fellows of Harvard College, Graduate School of Education
Kane, Thomas

Center Website: <http://www.gse.harvard.edu/ncte/default.php>

Publications:

Journal Articles

Herlihy, C., Karger, E., Pollard, C., Hill, H.C., Kraft, M.A., Williams, M. and Howard, S. (in press). State and Local Efforts to Investigate the Validity and Reliability of Scores from Teacher Evaluation Systems. *Teachers College Record*.

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Working Papers

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Taylor, E. S., and Tyler, J.H. (2011). The Effect of Evaluation on Teacher Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers. *NBER Working Paper #16877*. Retrieved March 2011: <http://www.nber.org/papers/w16877.pdf>

2010

R305C100023

National Research and Development Center on Scaling Up Effective Schools

Vanderbilt University

Smith, Thomas

Project Website: <http://www.scalingupcenter.org>

Publications:

R305C100024

National Research and Development Center on Cognition and Mathematics Instruction

WestEd

Schneider, Steve

Publications:

Booth, J.L., and Davenport, J.L. (2013). The Role of Problem Representation and Feature Knowledge in Algebraic Equation-Solving. *The Journal of Mathematical Behavior*, 32: 415-423.

2011

R305C110011

The Center for Analysis of Postsecondary Education and Employment

Columbia University, Teachers College

Bailey, Thomas

Center Website: <http://capseecenter.org>

Publications:

Deming, D. J., Goldin, C., & Katz, L. F. (2011). *The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators?* (No. w17710). National Bureau of Economic Research.

Deming, D., Goldin, C., & Katz, L. (2013). For-Profit Colleges. *The Future of Children*, 23(1), 137-163.

2012

R305C120001

[Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)

Georgia State University
Greenberg, Daphne

Center Website: <http://csal.gsu.edu>

Related IES Projects: [Coh-Metrix: Automated Cohesion and Coherence Scores to Predict Text Readability and Facilitate Comprehension](#) (R305G020018), [An Implementation of Vicarious Learning with Deep-Level Reasoning Questions in Middle School and High School Classrooms](#) (R305H050169), [Acquiring Research Investigative and Evaluative Skills \(ARIES\) for Scientific Inquiry](#) (R305B070349), [DeepTutor: An Intelligent Tutoring System Based on Deep Language and Discourse Processing and Advanced Tutoring Strategies](#) (R305A100875), [The Writing Pal: An Intelligent Tutoring System that Provides Interactive Writing Strategy Training](#) (R305A080589), [Guru: A Computer Tutor that Models Expert Human Tutors](#) (R305A080594), [Applications of Intelligent Tutoring Systems \(ITS\) to Improve the Skill Levels of Students with Deficiencies in Mathematics](#) (R305A090528), and [Multiple-Component Remediation for Struggling Middle School Readers](#) (R324G060005)

Publications:

R305C120008

[National Center for Analysis of Longitudinal Data in Education Research \(CALDER\)](#)

American Institutes for Research
Hannaway, Jane

Center website: <http://www.caldercenter.org/>

Publications:

POSTSECONDARY AND ADULT EDUCATION

2007

R305B070077

[Developing a Program of Postsecondary Academic Instruction Over the Corrections Learning Network](#)

Correctional Education Association

Steurer, Stephen

Publications:

Meyer, S. J. (2011). Factors Affecting Student Success in Postsecondary Academic Correctional Education Programs. *Journal of Correctional Education*, 132-164.

Meyer, S. J., and Randel, B. (2013). The Impact of an Associate's Degree Program for Incarcerated Students: A Randomized Trial of the Correctional Education Association College of the Air Program. *Community College Review*, 41(3), 223-248.

Meyer, S.J., Fredericks, L., Borden, C.M., and Richardson, P.L. (2010). [Implementing Postsecondary Academic Programs in State Prisons: Challenges and Opportunities](#). *Journal of Correctional Education*, 61(2): 148–183.

R305B070377

[The Effects of Institutional Practices on Postsecondary Trajectories—Matriculation, Persistence, and Time-to-Degree](#)

University of California, Davis

Kurlaender, Michal

Publications:

Howell, J.S., Kurlaender, M., and Grodsky, E. (2010). [Postsecondary Preparation and Remediation: Examining the Effect of the Early Assessment Program at California State University](#). *Journal of Policy Analysis and Management*, 29 (4): 726–748.

R305B070581

[The Effects of College Remediation on Students' Academic and Labor Market Outcomes](#)

University of Texas at Dallas

McFarlin Jr., Isaac

Publications:

Martorell, Paco and McFarlin, Isaac Jr. (2011). Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes. *The Review of Economics and Statistics*, 93(2): 436-454.

2008

R305A080066

[Evaluation of the SOURCE Program: An Intervention to Promote College Application and Enrollment Among Urban Youth - Primary Outcomes](#)

Berkeley Policy Associates

Bos, Johannes

Publications:

R305A080096

[Improving Postsecondary Preparation in Urban Public High Schools: An Evaluation of AVID in Chicago](#)

University of Chicago

Roderick, Melissa

Stephen Raudenbush

Publications:

R305A080109

[Domain-Specific Assessment: Bringing the Classroom into Community College Accountability](#)

SRI International

Yarnall, Louise

Geneva Haertel

Publications:

R305A080132

[Getting Qualified High School Seniors to Enroll in College: An Experimental Study in Vermont](#)

National Bureau of Economic Research

Sacerdote, Bruce

Scott Carrell (University of California, Davis)

Publications:

Sacerdote, B. (2012). When the Saints go Marching out: Long-Term Outcomes for Student Evacuees From Hurricanes Katrina and Rita. *American Economic Journal: Applied Economics*, 4(1), 109-135.

R305A080263

[Using High School Transcript Data to Improve Student Access to Four-Year Colleges](#)

MPR Associates, Inc.

Levesque, Karen

Publications:

R305A080620

[Transitions through Higher Education: Evidence on the Mismatch Hypothesis](#)

University of Texas at Dallas

McFarlin Jr., Isaac

Publications:

2009

R305A090049

[A Longitudinal Study of International Baccalaureate Students: Postsecondary Education Access, Performance, and Persistence](#)

University of Pennsylvania

May, Henry

Publications:

R305A090122

[Making the Connection: Engaging and Retaining Young Adults in Postsecondary Education](#)

University of Minnesota

Johnson, David

Publications:

R305A090204

[Simplification and Incentives: A Randomized Experiment for Increasing College Savings](#)

National Bureau of Economic Research

Long, Bridget Terry

Publications:

R305A100369

Causes and Consequences of Public Subsidies in Higher Education: Evidence from Community College Districts

University of Michigan
McFarlin, Jr., Isaac

Publications:

2010

R305A100066

Evaluating the Long-Term Effects and the Costs of Two Community College Interventions

MDRC

Weiss, Michael

Publications:

Sommo, C., Mayer, A.K., Rudd, T., and Cullinan, D. (2012). *Commencement Day: Six-Year Effects of a Freshman Learning Community Program at Kingsborough Community College*. New York: MDRC.
Retrieved from http://www.schoolfundingforresults.org/TRUSD_SSFR%20implementation%20report_2010-11_FINAL.pdf

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R305A100120

Evaluation of a Random Assignment Intervention to Improve College Choice Among High Achieving, Low Income Students

Board of Trustees of the Leland Stanford Junior University
Hoxby, Caroline
Sarah Turner (University of Virginia)

Publications:

Hoxby, Caroline M., and Christopher Avery. *The Missing "One-Offs": The Hidden Supply of High-Achieving, Low Income Students*. No. w18586. National Bureau of Economic Research, 2012.

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Causes and Consequences of Public Subsidies in Higher Education: Evidence from Community College Districts

University of Michigan
McFarlin Jr., Isaac

Publications:

R305A100381

Evaluating the Effects of Basic Skills Mathematics Placement on Academic Outcomes of Community College Students

University of Southern California
Melguizo, Tatiana
Johannes Bos

Publications:

R305A100625

The Efficacy of Personal Response Systems (Clickers) as Learning Tools: A Multidisciplinary, Large-Scale, Empirical Evaluation

University of Massachusetts, Dartmouth
Shapiro, Amy

Publications:

R305A100971

Ready or Not? California's Early Assessment Program and the Transition to College

University of California, Davis
Kurlaender, Michal
Eric Grodsky and Jessica Howell

2011

R305A110085

Follow-Up to the Study of the Efficacy of North Carolina's Early College High School Model

University of North Carolina, Greensboro
Edmunds, Julie
Larry Bernstein (RTI International)

Publications:

Edmunds, J.A. (2012). Early Colleges: Redesigning High School For College Readiness. *New Directions for Higher Education*, 158: 81-90.

Edmunds, J.A., Bernstein, L., Unlu, F., Glennie, E., Willse, J., Smith, A. and Arshavsky, N. (2012). Expanding the start of the college pipeline: Ninth grade findings from an experimental study of the impact of the early college high school model. *Journal of Research on Educational Effectiveness*, 5:2, 136-159.

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R305A110112

Evaluating the Success of Undergraduates in the U-Pace Intervention to Improve Academic Achievement for All Postsecondary Education Students

University of Wisconsin at Milwaukee

Reddy, Diane

Raymond Flemming, Laura Pedrick, Rodney Swain, Simone Conceicao, Cindy Walker

Publications:

Reddy, D.M., Fleming, R., and Pedrick, L.E. (2012). Increasing Student Success: Evaluating The Effectiveness Of U-Pace Instruction At UWM. *EDUCAUSE Seeking Evidence of Impact Case Study. Milwaukee: EDUCAUSE Learning Initiative. Retrieved from:*
<http://www.educause.edu/library/resources/increasing-student-success-evaluating-effectiveness-u-pace-instruction-uwm>

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R305A110204

Performance-Based Scholarship Demonstration — An Alternative Financial Aid Program to Incentivize Academic Success

MDRC

Richburg-Hayes, Lashawn

Thomas Brock

Publications:

R305A110288

Strategizing for College: A Game-based Approach to Increasing College Access

University of Southern California

Tierney, William

Publications:

B. Tierney, Z. Corwin, G. Ragusa, and Fullerton, T. (Eds.) (in Press): *Postsecondary Play: The Role of Games and Social Media in Higher Education* to be published by John Hopkins Press

R305A110609

[State Merit Aid Program and Student College Choice and Success: Evaluating the Efficacy of Florida's Bright Futures Program](#)

Florida State University

Hu, Shouping

Liang Zhang (Pennsylvania State University)

Publications:

Hu, S., Trengove, M., and Zhang, L. (2012). Toward A Better Understanding Of The Effects Of State Merit Aid Programs. In J. Smart and M. Paulsen (Eds.), *Higher Education: Handbook Of Theory and Research, Vol. 27* (291-334). New York: Springer.

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R305110809

[Promoting College Enrollment among Disadvantaged Students: A Randomized Controlled Trial of Two Low-Cost Interventions](#)

EDBoost Education Corporation

Chin, Tiffani

Meredith Phillips and Sara Reber (University of California, Los Angeles)

Publications:

2012

R305A120189

[A Cognitive Science Investigation of Struggling Adult Readers' Skills](#)

Ohio State University

McKoon, Gail

Publications:

R305A120280

[Improving Information and Access to Financial Aid: Expanding the FAFSA Experiment](#)

National Bureau of Economic Research

Bettinger, Eric

Bridget Terry Long (NBER/Havard University) and Phillip Oreopoulos (NBER/University of Toronto)

Related IES Projects: [National Center for Postsecondary Research](#) (R305A060010)

Publications:

R305A120300

Factors Associated with Postsecondary Success for Students with Disabilities

SRI International

Newman, Lynn

Publications:

2013

R305A130125

**Using Computer-Assisted Instruction to Accelerate Students through Developmental Math:
An Impact Study of Modularization and Compression**

MDRC

Visher, Mary

Michael Weiss

Publications:

R305A130448

A Process View of Reading Among Adult Literacy Learners

Board of Trustees of the University of Illinois

Stine-Morrow, Elizabeth

Kara Federmeier

Publications:

R305A130641

Project Families4College (F4C)

Texas A&M University

Gonzalez, Jorge

Dominique T. Chlup

Publications:

PRESCHOOL CURRICULUM EVALUATION RESEARCH

2002

R305J020014

[Evaluation of Pre-Kindergarten Curricula in Head Start and Public School Settings](#)

University of Texas Health Science Center at Houston Program

Landry, Susan H.

Publications:

Assel, M., Landry, S.H., Swank, P.R., and Gunnewig, S. (2007). An Evaluation of Curriculum, Setting, and Mentoring on the Performance of Children Enrolled in Pre-Kindergarten. *Reading and Writing: An Interdisciplinary Journal*, 20: 463–494.

Assel, M.A., Landry, S.H., and Swank, P.R. (2007). Are Early Childhood Classrooms Preparing Children to Be School Ready?: The CIRCLE Teacher Behavior Rating Scale. In L. Justice and C. Vukelich (Eds.), *Achieving Excellence in Preschool Literacy Instruction* (pp. 120–135). New York: The Guilford Press.

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008–2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

R305J020020

[Focus in Early Childhood Curricula: Helping Children Transition to School](#)

Vanderbilt University

Farran, Dale

Publications:

Dickinson, D., Watson, B., and Farran, D. (2008). It's in the Details: Approaches to Describing and Improving Preschool Classrooms. In C. Vukelich and L. Justice (Eds.), *Achieving Excellence in Preschool Literacy Instruction* (pp. 136–162). New York: Guilford Press.

Farran, D.C. (2007). *Is Education the Way Out of Poverty? A Reflection on the 40th Anniversary of Head Start* (With Commentaries by James King and Bernard L. Charles), Center for Research on Child Development and Learning, No. 3.

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008–2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

Farran, D.C., Aydogan, K., and Lipsey, M.W. (2005). Preschool Classroom Environments and the Quantity and Quality of Children's Literacy and Language Behaviors. In David K. Dickinson and Susan B. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol. 2, pp. 257–268). New York: Guilford Press.

Varol, F., and Farran, D. (2006). [Early Mathematical Growth: How to Support Young Children's Mathematical Development](#). *Early Childhood Education Journal*, 33 (6): 381-387.

R305J020026

[A Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge](#)

University of California, Berkeley
Starkey, Prentice

Related IES Projects: [Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs](#) (R305K050186), [Closing the SES Related Gap in Young Children's Mathematical Knowledge](#) (R305A080188) and [A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students](#) (R305A120262)

Publications:

Klein, A., Starkey, P., Sarama, J., Clements, D.H., and Iyer, R. (2008). Effects of a Pre-Kindergarten Mathematics Intervention: A Randomized Experiment. *Journal of Research on Educational Effectiveness*, 1: 155–178.

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008–2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

Sarama, J., Clements, D.H., Starkey, P., Klein, A., and Wakeley, A. (2008). Scaling up the Implementation of a Pre-Kindergarten Mathematics Curriculum: Teaching for Understanding with Trajectories and Technologies. *Journal of Research on Educational Effectiveness*, 1 (2): 89–119.

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Starkey, P., and Klein, A (Eds.). (in press). *Curricular Intervention in Public Preschool Programs*. New York, NY: Teachers College Press.

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Starkey, P., Klein, A., and Nishida, T. (in press). Effects of a Pre-Kindergarten Mathematics Curriculum on Classroom Quality and Children's Development. In P. Starkey and A. Klein (Eds.), *Curricular Intervention in Public Preschool Programs*.

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R305J020027

Impact of the Project Approach on Children's School Readiness and School Achievement

Purdue University

Powell, Douglas

Publications:

Powell, D.R., Son, S., File, N., and Froiland, J. (2012). [Changes In Parental Involvement Across The Transition From Public School Prekindergarten To First Grade and Children's Academic Outcomes](#). *The Elementary School Journal*, 113(2): 276-300.

Powell, D.R., Burchinal, M.R., File, N., and Kontos, S.J. (2008). [An Eco-Behavioral Analysis of Children's Engagement in Public School Preschool](#). *Early Childhood Research Quarterly*, 23: 108-123.

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R305J020039

Evaluation of the Effects of Creative Curriculum on Classroom Quality and Child Outcomes in Head Start

University of North Carolina, Charlotte

Lambert, Richard G.

Publications:

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008-2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

R305J020040

Evaluation of the Early Literacy and Learning Model (ELLM): a Curriculum and Instructional Support System

University of North Florida

Fountain, Cheryl

Publications:

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008-2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

R305J020051

[Granite Ladders: An Experimental Evaluation of an Early Literacy Curriculum for New Hampshire's Preschoolers](#)

University of New Hampshire
Priest, Jeff

Publications:

Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness* (NCER 2008–2009). U.S. Department of Education, National Center for Education Research. Washington, DC: U.S. Government Printing Office.

2003

R305J030037

[A Longitudinal Study of the Effectiveness of a Pre-K Multisensory Literacy Curriculum](#)

University of California, Berkeley
Cunningham, Anne

Publications:

Cunningham, A.E. (2009). Children Literature. *Encyclopedia of Cross-Cultural School Psychology*. New York, NY: Springer-Verlag.

Cunningham, A.E. (2009). Reading Aloud to Students. *Encyclopedia of Cross-Cultural School Psychology*. (pp 787–781). New York, NY: Springer-Verlag.

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Cunningham, A.E. (Ed.). (2009). Perspectives on Teachers' Disciplinary Knowledge of Reading Processes, Development, and Pedagogy. Special Issue: *Reading and Writing: An Interdisciplinary Journal*, 22(4): 375–378.

Cunningham, A.E., and Zibuslky, J. (Ed.). (2009). Perspectives on Teachers' Disciplinary Knowledge of Reading Processes, Development, and Pedagogy. Special Issue: *Reading and Writing: An Interdisciplinary Journal*, 22 (4).

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Cunningham, A.E., Zibuslky, J., and Callahan, M. (2009). [Starting Small: Building Preschool Teacher Knowledge that Supports Early Literacy Development](#). *Reading and Writing: An Interdisciplinary Journal*, 22 (4): 487–510.

Cunningham, A.E., Zibuslky, J., Stanovich, K.E., and Stanovich, P.K. (2009). [How Teachers Would Spend Their Time Teaching Language Arts: The Mismatch Between Self-Reported and Best Practices](#). *Journal of Learning Disabilities*, 42(5): 418–430.

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R305J030084

Evaluation of the Language-Focused Curriculum

University of Virginia

Justice, Laura

Publications:

Bowles, R.P., Skibbe, L.E., and Justice, L.M. (2011). Analysis Of Letter Name Knowledge Using Rasch Measurement. *Journal Of Applied Measurement*, 12(4): 387-399.

Cottone, E. (2012). Preschoolers' Emergent Literacy Skills: The Mediating Role Of Maternal Reading Beliefs. *Early Education and Development*, 23(3): 351-372.

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R305J030093

Evaluating the Effectiveness of Preschool Literacy Curriculum for Children At-Risk

Florida State University

Lonigan, Christopher

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R305J030103

Project Construct: A Catalyst for Early Achievement

University of Missouri

Thomburg, Kathy

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R305J030138

Randomized Evaluation of Curiosity Corner With Follow-Up Into SFA and Control Elementary Programs

Success for All Foundation

Chambers, Bette

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READING AND WRITING

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R305G020006

Word Learning and Comprehension: New Laboratory Approaches and Classroom Studies

University of Pittsburg

Perfetti, Charles

Isabel Beck, Margaret McKeown

Publications:

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R305G020018

Coh-Metrix: Automated Cohesion and Coherence Scores to Predict Text Readability and Facilitate Comprehension

University of Memphis

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Art Graesser, Max Louwerse

Project Website: <http://CohMetrix.Memphis.edu>

Related IES Project: [Center for the Study of Adult Literacy \(CSAL\): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults](#)
(R305C120001)

Publications:

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R305G020027

Research on and With Novel Educational Technologies for Comprehension

University of Colorado

Landauer, Thomas

Publications:

Dennis, S. (2005). An Exemplar-Based Approach to Unsupervised Parsing. In B.G. Bara, L. Barsalou and M. Bucciarelli (Eds.), *Proceedings of the 27th Annual Conference of the Cognitive Science Society* (pp. 583–588). Hillsdale, NJ: Erlbaum.

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R305G020041

Reading To Learn: Investigating General and Domain Specific Supports In A Technology-Rich Environment With Diverse Readers Learning From Informational Text

CAST, Inc.

Dalton, Bridget

Annemarie Palincsar (University of Michigan)

Publications:

R305G020057

[The Story Read Aloud Project: The Development Of An Innovative Instructional Approach To Promote Comprehension and Vocabulary In First Grade Classrooms](#)

Pacific Institutes for Research

Baker, Scott

David Chard, Lana Edwards Santoro

Related IES Projects: [The Read Aloud Curriculum in First Grade Classrooms: Furthering Our Understanding of Immediate and Long-Term Impacts and Causal Influences](#) (R305G050216)

Publications:

Santoro, L.E., Chard, D.J., Howard, L., and Baker, S.K. (2008). [Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary](#). *Reading Teacher*, 61(5): 396–408.

R305G020075

[Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text](#)

Ohio State University

Wilkinson, Ian

Anna Soter and Karen Murphy (Pennsylvania State University)

Related IES Projects: [Dialogic Teaching: Professional Development in Classroom Discussion to Improve Students' Argument Literacy](#) (R305A120634) and [Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension](#) (R305A130031)

Publications:

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2003

R305G030070

[Improving Comprehension and Writing Through Reasoned Argumentation](#)

University of Illinois

Anderson, Richard

Related IES Projects: [Mindful Instruction of Nonmainstream Children](#) (R305A080347)

Publications:

Dong, T., Anderson, R.C., Kim, I., and Li, Y. (2008). [Collaborative Reasoning in China and Korea](#). *Reading Research Quarterly*, 43: 400–424.

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Jadallah, M., Anderson, R.C., Nguyen-Jahiel, K., Miller, B. W., Kim, I., Kuo, L., and ... Wu, X. (2011). Influence Of A Teacher’s Scaffolding Moves During Child-Led Small-Group Discussions. *American Educational Research Journal*, 48(1): 194-230.

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Reznitskaya, A., Kuo, L.J., Glina, M., and Anderson, R.C. (2009). [Measuring Argumentative Reasoning: What's Behind the Numbers?](#) *Learning and Individual Differences*, 19(2): 219–224.

Wu, X., Anderson, R.C., Nguyen-Jahiel, K., and Miller, B. (2013). Enhancing Motivation and Engagement Through Collaborative Discussion. *Journal Of Educational Psychology*, 105(3): 622-632.

R305G030283

[Teaching Elementary Students To Comprehend Expository Text](#)

Columbia University, Teachers College
Williams, Joanna

Related IES Projects: [An Intervention to Enhance Expository Text Comprehension Via Text Structure Instruction for Primary-Grade At-Risk Students](#) (R324G060039) and [An Intervention to Improve the Comprehension of Primary-grade At-risk Students by Providing Text Structure Instruction Embedded in Social Studies Content](#) (R324A110095)

Publications:

Williams, J.P., Nubla-Kung, A.M., Pollini, S., Stafford, K.B., Garcia, A., Snyder, A.E. (2007). Teaching Cause-Effect Text Structure through Social Studies Content to At-Risk Second Graders. *Journal of Learning Disabilities*, 40(2): 111–120.

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R305G030072

[Intelligent Tutoring Using The Structure Strategy To Improve Reading Comprehension Of Middle School Students](#)

Pennsylvania State University
Meyer, Bonnie
Kay Wijekumar and Wendy Middlemiss

Related IES Projects: [Efficacy and Replication Research on the Intelligent Tutoring System for the Structure Strategy—Rural and Suburban Schools Grades 4, 5, 7, and 8](#) (R305A080133) and [Improving Reading Comprehension of Middle Grades English Language Learners by Combining Structure Strategy with Web-Based Adaptive Tutoring for EL Learners \(SWELL\)](#) (R305A120593)

Publications:

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R305G030104

Origins Of Individual and Developmental Differences In Reading Comprehension

Florida State University

Wagner, Richard

Publications:

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R305G030123

[Reader-Specific Lexical Practice For Improved Reading Comprehension](#)

Carnegie Mellon University

Callan, James

Publications:

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R305G030140

[Instruction Of Reading Comprehension: Cognitive Strategies Or Cognitive Engagement](#)

University of Illinois

Garcia, Georgia

Barbara Taylor (University of Minnesota), David Pearson (University of California, Berkeley)

Publications:

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R305G030250

[Project VITAL: Vocabulary Intervention Targeting At-risk Learners](#)

University of Connecticut

Coyne, Michael

Related IES Projects: [Project IVI: Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities](#) (R324L060026) and [Project Early Vocabulary Intervention](#) (R324A110135)

Publications:

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R305G040011

[Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention](#)

University of Kansas

Hock, Michael

Publications:

Hock, M.F., Brasseur, I.F., Deshler, D.D., Catts, H.W., Marques, J., Mark, C.A., and Wu Stribling, J. (2009). [What Is the Nature of Struggling Adolescent Readers in Urban High Schools?](#) *Learning Disability Quarterly*, 32(1): 21–38.

R305G040021

Improving Comprehension of Struggling Readers: Connecting Cognitive Science and Educational Practice

University of Minnesota

Broek, Paul van den

David Rapp and Kristen McMaster

Publications:

van den Broek, P., White, M.J., Kendeou, P., and Carlson, S. (2009). Reading Between the Lines: Developmental and Individual Differences in Cognitive Processes in Reading Comprehension. In R. Wagner (Ed.), *Biological and Behavioral Bases of Reading Comprehension* (pp. 107–123). Mahwah, NJ: Erlbaum.

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R305G040046

[iSTART: Interactive Strategy Trainer for Active Reading and Thinking](#)

University of Memphis

McNamara, Danielle

Publications:

Bellissens, C., Jeuniaux, P., Duran, N., and McNamara, D.S. (2007). Towards a Textual Cohesion Model that Predicts Self-Explanations Inference Generation as a Function of Text Structure and Readers' Knowledge Levels. In D.S. McNamara and J.G. Trafton (Eds.), *Proceedings of the 29th Annual Conference of the Cognitive Science Society* (pp. 815–820). New York, NY: Erlbaum.

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Toward More Meaningful Decisions about Comprehension Instruction

University of Pittsburgh

McKeown, Margaret

Isabel Beck

Publications:

McKeown, M.G., and Beck, I.L., (2009). The Role of Metacognition in Understanding and Supporting Reading Comprehension. In D.J. Hacker, J. Dunlosky, and A.C. Graesser, (Eds.), *Handbook of Metacognition in Education*. Mahwah, NJ: Lawrence Erlbaum Associates.

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R305G040055

Assessing Reading Comprehension with Verbal Protocols and Latent Semantic Analysis

Northern Illinois University

Magliano, Joseph

Keith Millis

Publications:

Britt, M.A., Wiemer, K., Millis, K.K., Magliano, J.P., Wallace, P., and Hastings, P. (2012). Understanding and Reasoning with Text. *Applied Natural Language Processing and Content Analysis: Identification, Investigation, and Resolution*. IGI Global Publisher.

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R305G040065

Developing Reading Comprehension Assessments Targeting Struggling Readers

Educational Testing Services

Sabatini, John

Related IES Projects: [Assessing Reading for Understanding: A Theory-based, Developmental Approach](#) (R305F100005)

Publications:

Deane, P., Sheehan, K. M., Sabatini, J., Futagi, Y., and Kostin, I. (2006). Differences in text structure and its implications for assessment of struggling readers. *Scientific Studies of Reading*, 10 (3): 257-275.

R305G040089

Embedding Knowledge-Focused Reading Comprehension Strategies in Cumulative Content-Area Instruction in Grades 3-4-5: An Assessment of Immediate, Transfer, and Long-Term Impact on Reading Achievement

Florida Atlantic University

Romance, Nancy

Michael Vitale (Eastern Carolina University)

Project Website: <http://www.scienceideas.org>

Publications:

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R305G040097

[ICARE: Independent Comprehensive Adaptive Reading Evaluation System](#)

University of Colorado

Wise, Barbara Grantee

Related IES Projects: [Early ICARE: Early Independent Comprehensive Adaptive Reading Evaluation](#) (R305A070231)

Publications:

Hagen, A., Pellom, B., and Cole, R. (2007). Highly Accurate Children's Speech Recognition For Interactive Reading Tutors Using Subword Units. *Speech Communication*, 49(12): 861-873.

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R305G040103

[Quick Reads Supplementary Tutoring Efficacy and Replication Trials](#)

Washington Research Institute

Vadasy, Patricia

Publications:

Vadasy, P.F., and Sanders, E.A. (2008). [Benefits of Repeated Reading Intervention for Low-Achieving Fourth- and Fifth-Grade Students](#). *Remedial and Special Education*, 29: 235-249.

Vadasy, P.F., and Sanders, E.A. (2008). [Repeated Reading Intervention: Outcomes and Interactions With Readers' Skills and Classroom Instruction](#). *Journal of Educational Psychology*, 100: 272-290.

Vadasy, P.F., and Sanders, E.A. (2009). [Supplemental Fluency Intervention and Determinants of Reading Outcomes](#). *Scientific Studies of Reading*, 13(5): 383-425.

R305G040104

[Scaling Up Peer Assisted Learning Strategies to Strengthen Reading Achievement](#)

Vanderbilt University

Fuchs, Douglas

Kristen McMaster (University of Minnesota), Laura Saenz (University of Texas, Pan-American)

Project Website: <http://kc.vanderbilt.edu/pals/>

Publications:

Stein, M.L., Berends, M., Fuchs, D., McMaster, K., Sáenz, L., Loulee Y., Fuchs, L.S., and Compton, D.L. (2008). [Scaling up an Early Reading Program: Relationships Among Teacher Support, Fidelity of Implementation, and Student Performance Across Different Sites and Years](#). *Educational Evaluation and Policy Analysis*, 30: 368–388.

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R305G040145

[Breakthrough to Literacy in the Chicago Public Schools: A Large Scale Evaluation of the Effectiveness of a Reading Comprehension Intervention](#)

University of Iowa

Hurtig, Richard

Publications:

R305G040153

[Writing Intensive Reading Comprehension: Effects of Comprehension Instruction With and Without Integrated Writing Instruction on Fourth and Fifth Grade Students’ Reading Comprehension and Writing Performance](#)

State University of New York, Buffalo

Collins, James

Publications:

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2005

R305G050005

[Print Referencing Efficacy](#)

Ohio State University

Justice, Laura

Publications:

Breit-Smith, A., Justice, L.M., McGinty, A., and Kaderavek, J. (2009). [How Often and how Much? Intensity of Print Referencing Intervention](#). *Topics in Language Disorders*, 29: 360–369.

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- Pentimonti, J. M., Zucker, T. A., Justice, L.M., Petscher, Y., Piasta, S. B., and Kaderavek, J.N. (In Press). Assessing Shared Reading Quality in Preschool Settings: The Systematic Assessment of Book Reading (SABR). *Early Childhood Research Quarterly*.
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R305G050025

Vocabulary and Abstract Language Enhancement (VALE) to Improve Reading Comprehension in English Language Learners

Arizona State University
Restrepo, Maria Adelaida

Project Website: <http://www.asu.edu/clas/shs/bll/>

Publications:

R305G050029

Improving Reading Comprehension for Struggling Readers: Understanding the Roles of Vocabulary Development, Guided Strategy Use, and Spanish Language Supports in a Digital Reading Environment

CAST, Inc.
Dalton, Bridget
Patrick Proctor, Catherine Snow (Harvard University)

Publications:

Dalton, B., and Proctor, C.P. (2007). Reading As Thinking: Integrating Strategy Instruction In A Universally Designed Digital Literacy Environment. In D.S. McNamara (Ed.), *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (pp. 421–440). Mahwah, NJ: Erlbaum Publishers.

Dalton, B., Proctor, C.P., Uccelli, P., Mo, E., and Snow, C.E. (2011). [Designing For Diversity: The Role Of Reading Strategies and Interactive Vocabulary In A Digital Reading Environment For Fifth-Grade Monolingual English and Bilingual Students](#). *Journal of Literacy Research*, 43: 68–100.

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R305G050069

The Read-Write Cycle: An Integrated Model for Instruction and Assessment of Reading Comprehension Through Reading and Writing in the Disciplines

University of California, Riverside
Calfee, Robert
Roxanne Miller (Chapman University)

Publications:

Calfee, R.C., and Miller, R.G. (2007). Best Practices in Writing Assessment. In S. Graham, C. Macarthur and J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (pp. 265–286). New York, NY: Guilford Press.

Calfee, R.C., and Miller, R.G. (2005). Breaking Ground: Constructing Authentic Reading-Writing Assessments for Middle and Secondary Students. In R. Indrisano and J. Paratore, (Eds.), *Learning to Write, Writing to Learn: Theory and Research in Practice* (pp. 203–219). Newark, DE: IRA.

Calfee, R.C., and Miller, R.G. (2005). Comprehending through Composing: Reflections on Reading Assessment Strategies. In S. Paris and S. Stahl (Eds.), *Children's Reading Comprehension and Assessment* (pp. 215–233). Mahwah, NJ: Erlbaum.

Calfee, R.C., Miller, R.G., Norman, K.A., Wilson, K.M., and Trainin, G. (2006). Learning to Do Educational Research. In R.J. Sternberg and M. Constanas, (Eds.), *Translating Theory and Research Into Educational Practice* (pp. 77–104). Mahwah, NJ: Erlbaum.

R305G050083

[Assessment of Comprehension Skills in Older Struggling Readers](#)

Boston Univeristy
Waters, Gloria

Related IES Projects: [Assessment of Comprehension in Older Struggling Readers](#)
(R305A100261)

Publications:

R305G050091

[Assessing Readers Struggling to Comprehend Multiple Sources of Information](#)

University of Illinois at Chicago
Lawless, Kimberly
Susan Goldman

Publications:

Braasch, J.L.G., Lawless, K.A., Goldman, S.R., Manning, F., Gomez, K.W., and MacLeod, S. (2009). [Evaluating Search Results: An Empirical Analysis of Middle School Students' Use of Source Attributes to Select Useful Sources](#). *Journal of Educational Computing Research*, 41: 63-82.

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Goldman, S.R., Lawless, K.A., Pellegrino, J.P., Braasch, J. L., Manning, F., and Gomez, K. (2012). [A Technology for Assessing Multiple Source Comprehension: An Essential Skill of the 21st Century](#). In J. Clarke-Midura, M. Mayrath, and D. Robinson (Eds.), *Technology-Based Assessments for 21st Century*

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Wiley, J., Goldman, S.R., Graesser, A.C., Sanchez, C.A., Ash, I.K., and Hemmerich, J.A. (2009). [Source Evaluation, Comprehension, and Learning in Internet Science Inquiry Tasks](#). *American Educational Research Journal*, 46 (4): 1060–1106.

R305G050101

[Evaluating a Multicomponent Reading Intervention Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School](#)

Vanderbilt University
Compton, Donald

Publications:

Compton, D L., Elleman, A.M., Olinghouse, N.G., Lawrence, J., Bigelow, E., Gilbert, J.K., and Davis, G. (2009). The Influence Of In-Text Instruction On Declarative Knowledge and Vocabulary Learning In Struggling Readers: How IQ Confounds The Story. In R.K. Wagner, C. Schatschneider, C. Phythian-Sence (Eds.), *Beyond Decoding: The Behavioral and Biological Foundations Of Reading Comprehension* (pp. 46-71). New York, NY US: Guilford Press.

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Elleman, A. M., Lindo, E. J., Morphy, P., and Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness*, 2(1): 1-44.

R305G050121

Project Words of Oral Reading and Language Development (Project WORLD)

Texas A and M University

Gonzalez, Jorge

Deb Simmons

Related IES Projects: [WORLD Efficacy Study](#) (R305A110638)

Publications:

Gonzalez, J.E., Darrensbourg, A., Perez, E., Villareal, V., Kim, M., and Haynes, R. (2011). [Exploring the Underlying Factor Structure of the English and Spanish Translation of the “Familia” Family Literacy Inventory: A Cautionary Tale](#). *Early Childhood Research Quarterly*, 26(4): 475-483.

Gonzalez, J.E., Pollard-Durodola, S., Simmons, D.C., Taylor, A., Davis, M.J., Kim, M., and Simmons, L. (2011). [Developing Low-Income Preschoolers’ Social Studies and Science Vocabulary Knowledge Through Content-Focused Shared Book Reading](#). *Journal of Research on Educational Effectiveness*. 4(1): 25-52.

Pollard-Durodola, S., Gonzalez, J.E., Simmons, D., Taylor, A., Davis, M., and Simmons, L. (2011). [The Effects of an Intensive Shared Book-Reading Intervention for Preschool Children at Risk for Vocabulary Delay](#). *Exceptional Children*, 77(2): 161-183.

Simmons, D.C., Pollard-Durodola, S.D., Gonzalez, J.E., Davis, M. and Simmons, L. (2007). The Construction of Shared-Reading Interventions: Principles for Accelerating the Vocabulary Development and Comprehension of Low-Income Households. In S.B. Neuman (Ed.), *Literacy achievement for young children from poverty* (pp. 187-212). Baltimore, MD: Brooks Publishing.

R305G050122

Variations in Procedures to Improve Reading Fluency and Comprehension

University of California, Riverside

O’Connor, Rollanda

H. Lee Swanson

Publications:

O’Connor, R.E., Gutierrez, G., Teague, K., Checca, C., Kim, J., and Ho, T. (2013). Variations In Practice Reading Aloud: Ten Versus Twenty Minutes. *Scientific Studies Of Reading*, 17(2): 134-162.

O’Connor, R.E., Swanson, H.L., and Geraghty, C. (2010). [Improvement in Reading Rate Under Independent and Difficult Text Levels: Influences on Word and Comprehension Skills](#). *Journal of Educational Psychology*, 102: 1–19.

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Swanson, H.L., and O’Connor, R.E. (2009). [The Role of Working Memory and Fluency Training on Reading Comprehension in Children who are Dysfluent Readers](#). *Journal of Learning Disabilities*, 42: 548–575.

R305G050154

Developing Internet Comprehension Strategies Among Adolescent Students At Risk to Become Dropouts

University of Connecticut

Leu, Donald

David Reinking (Clemson University)

Project Website: <http://www.newliteracies.uconn.edu/iesproject/index.html>

Related IES Projects: [Assessing Online Reading Comprehension: The ORCA Project](#) (R305A090608)

Publications:

Boling, E., Castek, J., Zawilinski, L., Barton, K., and Nierlich, T. (2008). Collaborative Literacy: Blogs and Internet Projects. *The Reading Teacher*, 61: 504–506.

Castek, J., Coiro, J., Hartman, D.K., Henry, L.A., Leu, D.J., and Zawilinski, L. (2007). Thinking About Our Future As Researchers: New Literacies, New Challenges, and New Opportunities. In M. Sampson, S. Szabo, F. Falk-Ross, M.F. Foote, P.E. Linder (Eds.), *Multiple Literacies In The 21st Century: The Twenty-Eighth Yearbook, A Peer-Reviewed Publication Of The College Reading Association* (pp. 31-50). Readyville, TN US: College Reading Association.

Castek, J., Leu, D.J., Jr., Coiro, J., Gort, M., Henry, L.A., and Lima, C. (2008). Developing New Literacies among Multilingual Learners in the Elementary Grades. In L. Parker (Ed.), *Technology-Mediated Learning Environments for Young English Learners: Connections in and Out of School*. Mahwah, NJ: Erlbaum.

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Coiro, J., Knobel, M., Lankshear, C., and Leu, D.J. (Eds.), (2008). *Handbook of Research on New Literacies*. Mahwah, NJ: Erlbaum.

Coiro, J., Knobel, M., Lankshear, C., and Leu, D.J. (2008). Central Issues in New Literacies and New Literacies Research. In J. Coiro, M. Knobel, C. Lankshear and D. Leu (Eds.), *Handbook of Research on New Literacies*. (pp 1–21). Mahwah, NJ: Erlbaum.

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R305G050201

[Diagnostic Assessment of Reading Comprehension: Development and Validation](#)

University of Houston

Francis, David

Catherine Snow (Harvard University), Diane August (University of California)

Publications:

- August, D., Francis, D., Hsu, H-Y.A., and Snow, C. (2006). [Assessing Reading Comprehension in Bilinguals](#). *Instructional Research on English Learners. Special Issue of Elementary School Journal*, 107(2): 221–239.

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R305G050216

The Read Aloud Curriculum in First Grade Classrooms: Furthering Our Understanding of Immediate and Long-Term Impacts and Causal Influences

Pacific Institutes for Research

Baker, Scott

Lana Edwards Santoro, David Chard

Related IES Projects: [The Story Read Aloud Project: The Development of an Innovative Instructional Approach to Promote Comprehension and Vocabulary in First Grade Classrooms](#) (R305G020057)

Publications:

Baker, S.K., Santoro, L., Chard, D.J., Fien, H., Park, Y., and Otterstedt, J. (2013). An Evaluation of an Explicit Read Aloud Intervention Taught in Whole-Classroom Formats in First Grade. *The Elementary School Journal*, 113(3): 331-358. DOI: 10.1086/668503.

Fien, H., Santoro, L., Baker, S.K., Park, Y., Chard, D.J., Williams, S., and Haria, P. (2011). [Enhancing Teacher Read Alouds with Small-Group Vocabulary Instruction for Students with Low Vocabulary in First-Grade Classrooms](#). *School Psychology Review*, 40(2): 307-318.

2006

R305G060008

[Development of an Empirically Based Vocabulary Curriculum for Kindergarten and First Grade Students](#)

University of Texas Health Science Center at Houston

Ciancio, Dennis

Emily Solari (University of California Davis), Brian Wilhoit (University of Tennessee)

Related IES Projects: [Development of Integrated Text Level Curricula for Kindergarten Through Second Grade Students](#) (R305A100270)

Publications:

R305G060106

[Postsecondary Content-Area Reading-Writing Intervention: Development and Determination of Potential Efficacy](#)

Columbia University, Teachers College

Perin, Dolores

Publications:

R305G060108

[Using Growth Mixture Modeling to Identify Patterns of Early Reading Development and Teacher and Program Correlates for English Learners](#)

California State University, Los Angeles

Hafner, Anne

Publications:

R305G060140

[Vocabulary Development Through Writing: A Key to Academic Success](#)

University of California, Santa Cruz

Scott, Judith

Project Website: <http://vineproject.ucsc.edu/>

Related IES Projects: [Measuring Vocabulary with Testlets: A New Tool for Assessment](#) (R305A090550)

Publications:

Lubliner, S., and Scott, J. (2008). *Nourishing Vocabulary*. Thousand Oaks, CA: Corwin.

Samway, K. Davies, and Taylor, D. (2008). *Teaching English Language Learners, 6–12: Strategies that Work*. New York: Scholastic.

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Scott, J., Hoover, M., Flinspach, S., and Vevea, J. (2008). A Multiple-Level Vocabulary Assessment Tool: Measuring Word Knowledge Based on Grade-Level Materials. In Y. Kim, V. Risko, D. Compton, D. Dickinson, M. Hundley, R. Jimenez, K. Leander, D. Rowe (Eds.), *57th Annual Yearbook of the National Reading Conference* (pp. 325–340). Oak Creek, WI: National Reading Conference.

Scott, J., Skobel, B., and Wells, J. (2008). *The Word Conscious Classroom: Building the Vocabulary Readers and Writers Need*. New York: Scholastic.

2007

R305A070045

[Effects of a Supplementary Vocabulary Intervention for Students With Limited English Proficiency](#)

University of Nebraska, Lincoln
Nelson, J. Ron

Related IES Projects: [Efficacy of Supplemental Early Vocabulary Connections Instruction for English Language Learners](#) (R305A110343)

Publications:

Nelson, J.R., Vadasy, P., and Sanders, E.A. (2011). Efficacy Of A Tier 2 Supplemental Root Word Vocabulary and Decoding Intervention With Kindergarten Spanish-Speaking English Learners. *Journal of Literacy Research*, 43(2):184 - 211.

Vadasy, P.F., Nelson, J., and Sanders, E.A. (2013). Longer Term Effects Of A Tier 2 Kindergarten Vocabulary Intervention For English Learners. *Remedial and Special Education*, 34(2): 91-101.

R305A070231

[Early ICARE: Early Independent Comprehensive Adaptive Reading Evaluation](#)

University of Colorado
Wise, Barbara

Project Website: <http://carla.colorado.edu/#>

Related IES Projects: [ICARE: Independent Comprehensive Adaptive Reading Evaluation System](#) (R305G040097)

Publications:

Brojde, C., and Wise, B. (2008). An Evaluation of the Testing Effect with Third Grade Students. In B. C. Love, K. McRae, and V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 1362-1367). Washington, DC: Cognitive Science Society.

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R305A070324

Efficacy of Sound Partners Supplemental Tutoring for ELL Students, Grades K-1

Washington Research Institute

Vadasy, Patricia

Publications

Slavin, R.E., Madden, N.A., Chambers, B., and Haxby, B. (2009). *2 Million Children: Success For All (2nd ed.)*. Thousand Oaks, CA US: Corwin Press.

Vadasy, P.F., and Sanders, E.A. (2010). [Efficacy of supplemental phonics instruction for low-skilled kindergarteners in the context of language-minority status and classroom phonics instruction](#). *Journal of Educational Psychology*, 102(4), 786–803.

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R305A070438

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development and Reading Comprehension of Native Spanish Speakers

Center for Applied Linguistics

Arteagoitia, Igone

Project Website: <http://www.cal.org/vias/subproject4/>

Publications:

Howard, E.R., Green, J.D., and Arteagoitia, I. (2012). [Can Yu Rid Guat Ay Rot? A Developmental Investigation Of Cross-Linguistic Spelling Errors Among Spanish-English Bilingual Students](#). *Bilingual Research Journal*, 35(2): 164-178.

R305B070005

New Grant Number: R305B077307

Reading Intervention with Spanish-Speaking Students: Maximizing Instructional Effectiveness in English and Spanish

University of Oregon

Baker, Scott

Publications:

Baker, D.L., Park, Y., Baker, S.K., Basaraba, D.L., Kame'enui, E.J., and Beck, C.T. (2012). [Effects of a Paired Bilingual Reading Program and an English-Only Program on the Reading Performance of English Learners in Grades 1-3](#). *Journal of School Psychology*, 50(6): 737–758.

Cena, J., Baker, D.L., Kame'enui, E.J., Baker, S.K., Park, Y., and Smolkowski, K. (2012). The Impact Of A Systematic and Explicit Vocabulary Intervention In Spanish With Spanish-Speaking English Learners In First Grade. *Reading and Writing*. Advance Online Publication.

R305B070074

Child-Instruction Interactions in Reading: Examining Causal Effects of Individualized Instruction in Second and Third Grade

Florida State University

Connor, Carol

Related IES Projects: [Child Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction](#) (R305H040013) and [Making Individualized Literacy Instruction Available to All Teachers: Adapting the Assessment to Instruction \(A2i\) Software for Multiple Real-World Contexts](#) (R305A130517)

Publications:

Al Otaiba, S., Connor, C.M., Folsom, J.S., Greulich, L., Meadows, J., and Li, Z. (2011). [Assessment Data-Informed Guidance to Individualize Kindergarten Reading Instruction: Findings from a Cluster-Randomized Control Field Trial](#). *Elementary School Journal*, 111 (4): 535-560.

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Connor, C.M. (2008). Language and Literacy Connections for Children who are African American. *Perspectives on Communication Disorders and Science in Culturally and Linguistically Diverse Populations*, 15: 43-53.

Connor, C.M. (2009). Individualized Reading Instruction in Early Elementary Classrooms. *Perspectives on Language and Literacy, Special Edition*: 33-38.

Connor, C.M. (2011). Child by Instruction Interactions: Language and Literacy Connections. In S. B. Neuman and D. K. Dickinson (Eds.), *Handbook on Early Literacy* (3rd ed., pp. 256-275). New York: Guilford.

- Connor, C.M., and Morrison, F.J. (2011). Knowledge Acquisition in the Classroom: Literacy and Content Area Knowledge. In A. M. Pinkham, T. Kaefer and S. B. Neuman (Eds.), *Knowledge Development in Early Childhood: How Young Children Build Knowledge and Why It Matters*. New York: Guilford Press
- Connor, C.M., Jakobsons, L. J., Crowe, E., and Meadows, J. (2009). [Instruction, Differentiation, and Student Engagement In Reading First Classrooms](#). *Elementary School Journal*, 109(3): 221-250.
- Connor, C.M., Kaya, S., Luck, M., Toste, J., Canto, A., Rice, D.C., et al. (2010). [Content-Area Literacy: Individualizing Student Instruction in Second Grade Science](#). *Reading Teacher*, 63(6): 474-485.
- Connor, C.M., Morrison, F.J., Fishman, B., and Schatschneider, C. (2012). Assessment and Instruction Connections: The Implications of Child X Instruction Interactions Effects on Student Learning. In J. Sabatini and E. R. Albro (Eds.), *Assessing Reading in the 21st Century: Aligning and Applying Advances in the Reading and Measurement Sciences*. Lanham, MD: Rand L Education.
- Connor, C.M., Morrison, F.J., Fishman, B., Giuliani, S., Luck, M., Underwood, P., and Schatschneider, C. (2011). [Testing the Impact of Child Characteristics x Instruction Interactions on Third Graders' Reading Comprehension by Differentiating Literacy Instruction](#). *Reading Research Quarterly*, 46(3), 189-221.
- Connor, C.M., Morrison, F.J., Fishman, B., Ponitz, C. C., Glasney, S., Underwood, P., Piasta, S. B., Crowe, E., and Schatschneider, C. (2009). The ISI classroom observation system: Examining the literacy instruction provided to individual students. *Educational Researcher*, 38(2), 85-99.
- Connor, C.M., Morrison, F.J., Schatschneider, C., Toste, J., Lundblom, E.G., Crowe, E., and Fishman, B. (2011). [Effective Classroom Instruction: Implications of Child Characteristic ny Instruction Interactions on First Graders' Word Reading Achievement](#). *Journal for Research on Educational Effectiveness*, 4(3): 173-207.
- Connor, C.M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., and Morrison, F.J. (2009). Individualizing Student Instruction Precisely: Effects of Child by Instruction Interactions on First Graders' Literacy Development. *Child Development*, 80(1): 77-100.
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- Connor, C.M., Rice, D.C., Southerland, S.A., Canto, A., Underwood, P., Kaya, S., Fishman, B. and Morrison, F.J. (2012). [Child Characteristics by Science Instruction Interactions in Second and Third Grade and Their Relation to Students' Content-Area Knowledge, Vocabulary and Reading Skill Gains](#). *Elementary School Journal*, 113(1): 52-75.
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- Crowe, E., Connor, C.M., and Petscher, Y. (2009). Examining the Core: Relations Among Reading Curriculums, Poverty, and First Through Third Grade Reading Achievement. *Journal of School Psychology*, 47:187-214.
- Dombek, J., and Connor, C.M. (2012). [Preventing Retention by Improving Teacher Efficacy in Reading](#). *Psychology in Schools*, 49(6): 568-588.
- Hernandez, M., Al Otaiba, S., Folsom, J.S., Connor, C.M., and Thomas-Tate, S. (in press). Predicting First Grade Reading Outcomes from Kindergarten Language and Literacy Skills: Examining the Contributions

of Dialect and Morpho-Syntactic Skills Within a Component Model of Reading. *Journal of Learning Disabilities*.

Morrison, F.J., and Connor, C.M. (2010). Instructional Influences on Growth of Early Reading: Individualizing Student Learning. In N. Stein and S. W. Raudenbush (Eds.), *Developmental Learning Sciences go to School: Implications for Education and Public Policy Research*. New York, NY: Taylor and Francis, Inc.

Morrison, F.J., and Connor, C.M. (2010). Literacy Development in the Transition to School: An Integrative Framework. In J. Meece and J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 185-197). Mahwah, NJ: Lawrence Erlbaum Associates.

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Morrison, F.J., and Connor, C.M. (2009). The Transition to School: Child-Instruction Transactions in Learning to Read. In A. Sameroff (Ed.), *The Transactional Model of Development: How Children and Contexts Shape Each Other* (pp. 183-201). Washington, DC: American Psychological Association.

Petscher, Y., Connor, C.M., and Al Otaiba, S. (2012). [Psychometric Analysis of the Diagnostic Evaluation of Language Variation Assessment](#). *Assessment for Effective Intervention*, 37(4): 243-250.

Piasta, S. B., Connor, C.M., Fishman, B., and Morrison, F.J. (2009). Teachers' Knowledge of Literacy, Classroom Practices, and Student Reading Growth. *Scientific Studies of Reading*, 13(3): 224-248.

Skibbe, L.E., Phillips, B. M., Day, S. L., Brophy-Herb, H. E., and Connor, C.M. (2012). [Children's Early Literacy Growth in Relation to Classmates' Self-Regulation](#). *Journal of Educational Psychology*, 104(3): 541-553.

Taylor, J. J., Roehrig, A. D., Connor, C.M., and Schatschneider, C. (2010). Teacher Quality Moderates the Genetic Effects on Early Reading. *Science*, 328: 512-514.

Terry, N.P., and Connor, C.M. (2010). [African American English and Spelling: How do Second Graders Spell Dialect-Sensitive Features of Words?](#) *Learning Disabilities Quarterly*, 33(3): 199-210.

Terry, N.P., and Connor, C.M. (2012). [Changing Nonmainstream American English use and Early Reading Achievement from Kindergarten to First Grade](#). *American Journal of Speech-Language Pathology*, 21(1): 78-86.

Terry, N.P., Connor, C.M., and Petscher, Y. (2012). [Dialect Variation and Reading: Is Change in Nonmainstream American English use Related to Reading Achievement in First and Second Grade?](#) *Journal of Speech Language and Hearing Research*, 55(1): 55-69.

Terry, N., Connor, C., Thomas-Tate, S., and Love, M. (2010). [Examining Relationships Among Dialect Variation, Literacy Skills, and School Context in First Grade](#). *Journal of Speech, Language and Hearing Research*, 53 (1): 126-145.

Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., Connor, C.M., and Walker-Dalhouse, D. (Dec 2012-Jan 2013). [Differentiated Instruction: Making Informed Teacher Decisions](#). *Reading Teacher*, 66 (4): 303-314.

2008

R305A080133

[Efficacy and Replication Research on the Intelligent Tutoring System for the Structure Strategy—Rural and Suburban Schools Grades 4, 5, 7, and 8](#)

Pennsylvania State University

Wijekumar, Kay

Bonnie Meyer, Pui-Wa Lei, Jonna Kulikowich (Pennsylvania State University)

Related IES Projects: [Intelligent Tutoring Using The Structure Strategy To Improve Reading Comprehension Of Middle School Students](#) (R305G030072) and [Improving Reading Comprehension of Middle Grades English Language Learners by Combining Structure Strategy with Web-Based Adaptive Tutoring for EL Learners \(SWELL\)](#) (R305A120593)

Publications:

Wijekumar, K., Meyer, B.F., and Lei, P. (2012). Large-Scale Randomized Controlled Trial With 4th Graders Using Intelligent Tutoring Of The Structure Strategy To Improve Nonfiction Reading Comprehension. *Educational Technology Research and Development*, 60(6): 987-1013.

R305A080157

[Developing Vocabulary in an Automated Reading Tutor](#)

Carnegie Mellon University

Mostow, David

Margaret McKeown, Charles Perfetti (University of Pittsburgh)

Project Website: <http://www.cs.cmu.edu/~listen/>

Related IES Projects: [Explicit Comprehension Instruction in an Automated Reading Tutor that Listens](#) (R305B070458) and [Accelerating Fluency Development in an Automated Reading Tutor](#) (R305A080628)

Publications:

Duan, W., and Yates, A. (2010). *Extracting Glosses to Disambiguate Word Senses*. Paper presented at the Human Language Technologies: The 2010 Annual Conference of the North American Chapter of the Association for Computational Linguistics, Los Angeles, pp 627-635.

Jang, H., and Mostow, J. (2012). *Inferring Selectional Preferences from Part-of-Speech N-grams*. Paper presented at the Proceedings of the 13th Conference of the European Chapter of the Association for Computational Linguistics, Avignon, France, pp 377.

Liu, L., Mostow, J., and Aist, G.S. (2012). Generating example contexts to help children learn word meaning. *Natural Language Engineering, FirstView*, 1--26. doi: doi:10.1017/S1351324911000374

Mostow, J., Aist, G., Bey, J., Chen, W., Corbett, A., Duan, W., and Yen, D. (2010). A Better Reading Tutor That Listens. In *Intelligent Tutoring Systems*(pp. 451-451). Springer Berlin/Heidelberg.

Mostow, J., and Beck, J.E. (2009). *Why, What, and How to Log? Lessons from LISTEN*. Paper presented at the Proceedings of the Second International Conference on Educational Data Mining, Córdoba, Spain, pp 269 – 278.

Mostow, J., Beck, J.E., Cuneo, A., Gouvea, E., Heiner, C., and Juarez, O. (2010). Lessons from Project LISTEN's Session Browser. In C. Romero, S. Ventura, S.R. Viola, M. Pechenizkiy and R.S.J.D. Baker (Eds.), *Handbook of Educational Data Mining* (pp. 389---416). New York: CRC Press, Taylor and Francis Group.

Mostow, J., and Duan, W. (2011). Generating example contexts to illustrate a target word sense. In *Proceedings of the 6th Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 105-110). Association for Computational Linguistics.

Mostow, J., and Tan, B.H.L. (2010). AutoJoin: Generalizing an Example into an EDM query. In *Proceedings of the 3rd International Conference on Educational Data Mining* (pp. 11-13).

R305A080627

[An Efficacy Trial of Robust Vocabulary Instruction](#)

Mid-continent Research for Education and Learning (McREL)

Apthorp, Helen

Publications:

R305A080647

[Measuring the Development of Vocabulary and Word Learning to Support Content Area Reading and Learning](#)

Educational Testing Service

Deane, Paul

Publications:

2009

R305A090015

[Designing Assessment to Enhance English Literacy Development Among Spanish-Speaking Children in Grades K-3](#)

University of Virginia

Invemizzi, Marica

Karen Ford, Xito Fan, Igone Arteagoitia, and Timothy Landrum

Related IES Projects: [Developing an Early Literacy Assessment for Spanish-Speaking Children in Preschool: PALS español PreK](#) (R305A130469)

Publications:

R305A090150

National Randomized Controlled Trial Study of SRA/McGraw-Hill Open-Court Reading Program

Southwest Educational Development Corporation
Vaden-Kiernan, Michael

Publications:

R305A090152

Investigating Vocabulary Breadth and Depth and Comprehension in English Monolingual and Spanish-English Bilingual Elementary School Students

University of Maryland, College Park
Silverman, Rebecca
Patrick Proctor (Boston College), Jeffery Harring (University of Maryland)

Publications:

Kohli, N., and Harring, J.R. (2013). Modeling Growth In Latent Variables Using A Piecewise Function. *Multivariate Behavioral Research*, 48(3): 370-397.

Leider, C.M., Proctor, C.P., Silverman, R.D., and Harring, J.R. (in press). Examining The Role Of Vocabulary Depth, Cross-Linguistic Transfer, and Types Of Reading Measures On The Reading Comprehension Of Latino Bilinguals In Elementary School. *Reading and Writing: An Interdisciplinary Journal*.

Proctor, C.P., Silverman, Harring, J., and Montecillo, C. (2012). The Role Of Vocabulary Depth In Predicting Reading Comprehension Among English Monolingual and Spanish-English Bilingual Children In Elementary School. *Reading and Writing*, 25: 1635-1644.

Proctor, C.P. and Silverman, R.D. (2011). Confounds In Assessing The Associations Between Biliteracy and English Language Proficiency. *Educational Researcher*, 40(2): 62-64.

R305A090163

Development of a Multifaceted, Comprehensive Vocabulary Instructional Program for the Upper Elementary Grades

University of Wyoming
Baumann, James
Patrick Manyak (University of Wyoming), Camille Blachowicz (National Louis University)

Publications:

R305A090479

[Responding to the National Crisis in Writing: An Efficacy Study of an Elementary Grades Writing Program](#)

Education Development Center, Inc.

Kotula, Andrea

Terrence Tivnan

Publications:

R305A090523

[A Multi-Part Intervention for Accelerating Vocabulary Acquisition through Inductive Transfer](#)

Florida Atlantic University

Romance, Nancy

Michael Vitale

Publications:

R305A090550

[Measuring Vocabulary with Testlets: A New Tool for Assessment](#)

University of California, Santa Cruz

Scott, Judith

Susan Flinspach, Jack Vevea

Related IES Projects: [Vocabulary Development Through Writing: A Key to Academic Success](#) (R305G060140)

Publications:

2010

R305A100034

[Predictors and Subtypes of Reading Disabilities: Implications for Instruction of ‘Late Emergers’](#)

Vanderbilt University

Compton, David

Doug Fuchs, Lynn Fuchs (Vanderbilt University)

Related IES Projects: [Response-To-Intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading](#) (R324G060036)

Publications:

Compton, D.L., Miller, A.C., Gilbert, J.K., and Steacy, L.M. (in press). Using item response random-effects modeling techniques to explore the relations between reader and text characteristics in subtypes of poor comprehenders. In L.E. Cutting, B. Miller, and P. McCardle (Eds.) *Unraveling the behavioral, neurobiological, and genetic components of reading comprehension*. Baltimore, MD: Brookes Publishing.

Compton, D.L., Elleman, A.M., and Catts, H.W. (in press). Searching for supplementary screening measures to identify children at high risk for developing later reading problems assessing. In J. Sabatini, and E.R. Albro (Eds.). *Reading in the 21st Century: Aligning and applying advances in the reading and measurement sciences*. Lanham, MD: Rowman and Littleford Education.

R305A100094

[Development of a Multifaceted, Comprehensive Vocabulary Instructional Program for the Upper Elementary Grades](#)

University of Missouri

Baumann, James

Patrick Manyak (University of Wyoming) and Camille Blachowicz (National Louis University)

Publications:

R305A100270

[Development of Integrated Text Level Curricula for Kindergarten Through Second Grade Students](#)

University of Texas Health Science Center at Houston

Ciancio, Dennis

Emily Solari (University of California Davis), Brian Wilhoit (University of Tennessee)

Grant Transferred to: University of Tennessee, Award Number R305A100093

Related IES Projects: [Development of an Empirically Based Vocabulary Curriculum for Kindergarten and First Grade Students](#) (R305G060008)

Publications:

R305A100284

[Developing Contrastive Analysis Techniques for Teaching Academic Classroom English to Young African American English-Speaking Students](#)

Regents of the University of Michigan

Craig, Holly

Stephen Schilling

Related IES Projects: [Exploring the Contribution of Social, Cognitive, and Linguistic Factors on the Development of Style Shifting by Young African-American English-speaking Students Learning to Read](#) (R305A120320)

Publications:

R305A100297

[Fostering Reading Engagement in English-Monolingual Students and English Language Learners Through a History Curriculum](#)

George Mason University

Taboada, Ana

Michelle Buehl, Julie K. Kidd, Elizabeth Sturtevant

Publications:

Taboada Barber, A., Richey, L.N., and Buehl, M.M. (2013). Promoting Comprehension and Motivation To Read In The Middle School Social Studies Classroom: Examples From A Research-Based Curriculum. In R.T. Boon and V. Spencer (Eds.). *Comprehension strategies to promote adolescent literacy in the content-areas for the inclusive classroom*. Baltimore: Brookes Publishing.

R305A100440

[Robust Instruction of Academic Vocabulary for Middle School Students](#)

University of Pittsburg

McKeown, Margaret

Publications:

McKeown, M.G., Crosson, A.C., Artz, N.J., Sandora, C., and Beck, I.L. (in press). In The Media: Expanding Students' Experience With Academic Vocabulary. *The Reading Teacher*.

R305A100568

[Efficacy of Rich Vocabulary \(RVOC\) Instruction for Classrooms](#)

Washington Research Institute

Vadasy, Patricia

Joseph R. Jenkins (University of Washington)

Publications:

R305A100614

Development of a Curriculum to Teach Writing in Postsecondary Developmental English Composition Classes

University of Delaware
MacArthur, Charles
Melissa Ianetta

Publications:

R305A100786

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms

Ohio State University
Newell, George
David Bloome, Alan Hirvela, and Helen Marks

Publications:

Newell, G.E., Vanderheide, J. and Wynhoff Olsen, A. (In Press). Learning From (And With) Expert Teachers Of Argumentative Writing. *Adolescent Literacy In Perspective*.

Newell, G.E., Vanderheide, J., and Wilson, M. (In Press). Best Practices In Teaching Informative Writing From Sources. In S. Graham, C. Macarthur and A. Fitzgerald (Eds.), *Best Practices In Writing Instruction* (2 Ed.). New York, NY: Guilford Press.

Newell, G.E., Beach, R.W., Smith, J. and Vanderheide, J. (2011). [Teaching and Learning Argumentative Reading and Writing: A Review Of Research](#). *Reading Research Quarterly*, 46(3), 273–304.
Dx.Doi.Org/10.1598/RRQ.46.3.4.

Wynhoff Olsen, A., Ryu, S. and Bloome, D. (In Press). “(Re)Constructing Rationality and Social Relations In The Teaching and Learning Of Argumentative Writing In Two High School English Language Arts Classrooms.” *LRA Yearbook*.

2011

R305A110148

Development and Validation of Online Adaptive Reading Motivation Measures

University of Kansas Center for Research, Inc.
Hock, Michael
Neal Kingston and Irma Brasseur (University of Kansas), Marcia Davis (Johns Hopkins University), Stephen Tonks (Northern Illinois University)

Publications:

R305A110297

[Scale-up Evaluation of Reading Intervention for First Grade English Learners](#)

University of Houston

Francis, David

Sharon Vaughn (University of Texas at Austin)

Publications:

R305A110484

[Investigating the Impact of Classroom Instruction and Literacy Skills on Writing Achievement in First Grade](#)

University of Delaware

Coker, David

Charles A. MacArthur and Elizabeth Farley-Ripple

Publications:

2012

R305A120086

[Computer Based Assessment System for Reading \(CBAS-R\): Skills Analysis and Progress Monitoring](#)

University of Minnesota

Christ, Theodore

Barbara Taylor and David J. Weiss

Publications:

R305A120147

[Development of Oral and Silent Reading Fluency and Their Relation with Reading Comprehension in First Through Third Grade Students](#)

Florida State University

Kim, Young Suk

Yaacov Petscher

Publications:

R305A120320

[Exploring the Contribution of Social, Cognitive, and Linguistic Factors on the Development of Style Shifting by Young African-American English-speaking Students Learning to Read](#)

Regents of the University of Michigan

Craig, Holly
Ed Rothman, Nell Duke (Michigan State University)

Related IES Projects: [Developing Contrastive Analysis Techniques for Teaching Academic Classroom English to Young African American English-Speaking Students](#) (R305A100284)

Publications:

R305A120368

Peer Assisted Writing Strategies (PAWS)

University of Pittsburgh
Puranik, Cynthia
Christopher Lemons

Publications:

R305A120707

Exploration of Automated Writing Strategy Instruction for Adolescent Writings Using The Writing Pal

Arizona State University
McNamara, Danielle
Rod Roscoe, James Blasingame

Related IES Projects: [The Writing Pal: An Intelligent Tutoring System that Provides Interactive Writing Strategy Training](#) (R305A080589)

Publications:

R305A120785

The Roles of Instruction and Component Skills in Reading Achievement

Georgia State University Research Foundation
Branum-Martin, Lee
Pat Taylor and Coleen Carlson (University of Houston)

Related IES Projects: [Cross-Classified Structural Equations Model: Development of an OpenMX Module and its Application to Multiyear Assessment and Intervention Data in Literacy Research](#) (R305D090024) and [Language and Literacy Abilities in Spanish Language Speaking Children](#) (R305A100272)

Publications:

2013

R305A130131

[Academic Language and Writing for Children in Kindergarten to Fourth Grade—A Longitudinal Study](#)

Florida State University

King, Young Suk

Yaacov Petscher, Christopher Schatschneider

Publications:

R305A130327

[Development of a Web-Based Writing Partner \(Strategic Writing Assisted by intelligent tutoring for 5th grade Youth \(SWAY\)\) to Improve Writing Persuasive Essays for 5th Grade Students](#)

Pennsylvania State University

Kausalai, Wijekumar

Steve Graham and Karen R. Harris (Arizona State University), Bonnie J.F. Meyer and Pui-Wa Lei (The Pennsylvania State University)

Publications:

READING FOR UNDERSTANDING RESEARCH INITIATIVE

2010

R305F100002

[The Language Bases of Reading Comprehension](#)

Ohio State University
Justice, Laura

Project Website: <http://larrc.ehe.osu.edu/>, <http://clrc.ehe.osu.edu/projects/larrc/>

Publications:

R305F100005

[Assessing Reading for Understanding: A Theory-based, Developmental Approach](#)

Education Testing Service
Sabatini, John
Tenaha O'Reilly

Project Website: http://www.ets.org/research/topics/reading_for_understanding/

Related IES Projects: [Developing Reading Comprehension Assessments Targeting Struggling Readers](#) (R305G040065)

Publications:

Calhoon, M., and Petscher, Y. (2013). Individual and Group Sensitivity To Remedial Reading Program Design: Examining Reading Gains Across Three Middle School Reading Projects. *Reading and Writing*, 26(4): 565-592.

Foorman, B.R., Petscher, Y., and Bishop, M. (2012). The Incremental Variance Of Morphological Knowledge To Reading Comprehension In Grades 3–10 Beyond Prior Reading Comprehension, Spelling, and Text Reading Efficiency. *Learning and Individual Differences*, 22(6): 792-798.

Foorman, B., and Wanzek, J. (in press). Classroom Reading Instruction for All Students. In S.R. Jimerson, M.K. Burns and A.M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support*. New York, NY: Springer Science, Inc.

Mislevy, R.J., and Sabatini, J. (2012). [How Research on Reading and Research on Assessment are Transforming Reading Assessment \(or if they aren't, how they ought to\)](#). In J.P. Sabatini, E.R. Albro and T. O'Reilly (Eds.), *Measuring up: Advances in How We Assess Reading Ability* (pp. 119-134). Lanham, MD: Rowan and Littlefield.

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Petscher, Y., Cummings, K., Biancarosa, G., and Fien, H. (2013). Advanced (Measurement) Applications Of Curriculum-Based Measurement In Reading. *Assessment For Effective Intervention*, 38(2): 71-75.

Petscher, Y., Connor, C.M., and Al Otaiba, S. (2012). Psychometric Analysis of the Diagnostic Evaluation of Language Variation Assessment. *Assessment for Effective Intervention*, 37: 244-251.

Petscher, Y., Cummings, K.D., Biancarosa, G., and Fien, H. (2013). Advanced (Measurement) Applications of Curriculum-Based Measurement in Reading. *Assessment for Effective Intervention*, 38: 71-75.

Petscher, Y., Logan, J.A.R. and Zhou, C. (2013). Extending conditional means modeling: An introduction to quantile regression (pp. 3-33). In Y. Petscher, C. Schatschneider and D.L. Compton (Eds.), *Applied Quantitative Analysis In Education and Social Sciences*. New York: Routledge.

Piasta, S.B., Petscher, Y., and Justice, L.M. (2012). Diagnostic Efficiency of Preschool Letter-Naming Benchmarks: Relations with First-Grade Literacy Achievement. *Journal of Educational Psychology*, 104: 945-958.

Sabatini, J. and O'Reilly, T. (in press). Rationale for a New Generation of Reading Comprehension Assessments. In P. McCardle (Ed.), *Unraveling the Behavioral, Neurobiological, and Genetic Components of Reading Comprehension*. Baltimore, MD: Brookes Publishing Co.

Solari, E., Petscher, Y., and Folsom, J.S. (2012). Differentiating Literacy Growth of ELL Students with SLD from Other High-Risk Subgroups and General Education Peers: A Cross-Sectional Study of Grades 3-10. *Journal of Learning Disabilities*.

R305F100007

Reading for Understanding Across Grades 6 through 12: Evidence-Based Argumentation for Disciplinary Learning

Board of Trustees of the University of Illinois
Goldman, Susan

Project Website: <http://www.projectreadi.org/index.html>

Publications:

Braash, J., Goldman, S.R. and Wiley, J. (in press). The Influences Of Text and Reader Characteristics On Learning From Refutations In Science Texts. *Journal of Educational Psychology*.

Britt, M.A., Goldman, S.R., and Rouet, J-F. (2013). Foreword. In M.A. Britt, S.R. Goldman, and J.F. Rouet (Eds.). *Reading: From Words to Multiple Texts* (pp. viii-xiv). NY: Routledge, Taylor and Francis Group.

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Connor, C., Goldman, S.R., and Fishman, B. (in press). Reading and Writing Technology. To appear in M. Spector, M.D. Merrill, J. Elen, and M.J. Bishop (Eds.), *4th AECT Handbook of Research on Educational Communications and Technology*.

Goldman, S.R. (2012). Adolescent Literacy: Learning and Understanding Content. *Future of Children*, 22, no. 2: 89 – 116.

- Goldman, S.R., Braasch, J.G., Wiley, J., Graesser, A.C., and Brodowinska, K. (2012). Comprehending and Learning From Internet Sources: Processing Patterns Of Better and Poorer Learners. *Reading Research Quarterly*, 47(4): 356-381.
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- Goldman, S.R., and Scardamalia, M. (2013). Managing, Understanding, Applying, and Creating Knowledge In The Information Age: Next-Generation Challenges and Opportunities. *Cognition and Instruction*, 31(2): 255-269.
- Griffin, T.D., Wiley, J., Britt, M.A. and Salas, C. (2012). The Role Of CLEAR Thinking In Learning Science From Multiple-Document Inquiry Tasks. *International Electronic Journal of Elementary Education*, 5(1): 63-78.
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- Hastings, P., Hughes, S., Magliano, J.P., Goldman, S.R. and Lawless, K. (2012). Assessing the Use of Multiple Sources in Student Essays. *Behavior Research Methods*, 44(3): 622-633.
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- Hinze, S.R., Wiley, J. and Pellegrino, J.W. (in press). To Test Or Not To Test? Retrieval Practice Conditions That Aid Or Hinder Retention and Comprehension Of Science Texts. *Journal of Memory and Language*.
- Lee, C.D. (2011). Education and the Study of Literature. *Scientific Study of Literature*, 1(1): 49-58.
- Levine, S., Horton, W.S. (in press). Using Affective Appraisal To Help Readers Construct Literary Interpretations. *Scientific Study of Literature*.
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- Voss, J.F. and Wiley, J. (2013). From Decoding to Documents: The Acquisition and Interaction of Comprehension Skills. In M. A. Britt, S. R. Goldman, and J. F. Rouet (Eds.). *Reading: From Words to Multiple Texts* (pp. 200 - 205). NY: Routledge, Taylor and Francis Group.

R305F100013

Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7–12

University of Texas at Austin
Vaughn, Sharon

Publications:

Fall, A., and Roberts, G. (2012). [High School Dropouts: Interactions Between Social Context, Self-Perceptions, School Engagement, and Student Dropout](#). *Journal of Adolescence*, 35(4): 787-798.

Foorman, B. and Wanzek, J. (in press). Classroom Reading Instruction For All. In S.R. Jimerson, M.K. Burns, and A.M. Van Der Heyden (Eds.), *The Handbook of Response to Intervention*.

Hall, C., Kent, S.C., McCulley, L., Davis, A., and Wanzek, J. (in press). Increasing Text Comprehension in Social Studies for Students with Learning Disabilities: Mnemonics and Graphic Organizers. *Teaching Exceptional Children*.

Reed, D.K., Wexler, J., and Vaughn, S. (2012). *RTI For Reading At The Secondary Level: Recommended Literacy Practices and Remaining Questions*. New York, NY US: Guilford Press.

Roberts, G., Fletcher, J., Stuebing, K., Barth, A., and Vaughn, S. (in press). Treatment Effects For Older Struggling Readers: An Application Of Moderated Mediation. *Learning and Individual Differences*.

Solis, M., Vaughn, S., Swanson, E., and McCulley, L. (2012). [Collaborative Models of Instruction: The Empirical Foundations of Inclusion and Co-Teaching](#). *Journal of School Psychology*, 49: 498-510.

Swanson, E., Hairrell, A., Kent, S., Ciullo, S., Wanzek, J., Vaughn, S. (2012). A Synthesis and Metaanalysis of Reading Comprehension Interventions Delivered in Social Studies to Students with Learning Disabilities. *Journal of Learning Disabilities*.

Swanson, E., Solis, M., Cuillo, S., and McKenna, J.W. (2012). Special Education Teachers' Perceptions and Instructional Practices in Response to Intervention Implementation. *Learning Disability Quarterly*, 35: 115-126.

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Swanson, E. and Wanzek, J. (in press). Practices to Support Comprehension of Social Studies Content for Students with Reading Difficulties. *Intervention in School and Clinic*.

Vaughn, S. and Solis, M. (in press). Why Intensive Interventions Are Necessary For Secondary Students. In *Estonia book*, South Dartmouth, MA: the Dyslexia Foundation.

Vaughn, S., Swanson, E., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., Solis, M., and Simmons, D. (2013). Improving Reading Comprehension and Social Studies Knowledge in Middle School. *Reading Research Quarterly*, 48(1): 77-93.

Vaughn, S., Swanson, E., and Solis, M. (in press). Reading Comprehension For Adolescents With Significant Reading Problems. In L. Swanson (Ed.), *Handbook on Research in Learning Disabilities*.

Vaughn S., Wanzek, J., and Denton, C. (in press). Teaching Elementary Students with Learning Difficulties. In L. Florian (Ed.), *Handbook of Special Education*. Thousand Oaks, CA: Sage.

Wanzek, J., Vaughn, S., Scammacca, N., Metz, K., Murray, C., Roberts, G., and Danielson, L. (in press). Extensive reading interventions for older struggling readers: Implications from research. *Review of Educational Research*.

R305F100026

Catalyzing Comprehension Through Discussion and Debate

Strategic Education Research Partnership Institute

Donovan, Mary Suzanne

Catherine Snow

Project Website: <http://ccdd.serpmedia.org/>

Related IES Projects: [Word Generation: An Efficacy Trial](#) (R305A090555)

Publications:

Bellino, M.J. and Selman, R.L. (2011). High School Students' Understanding of Personal Betrayal in a Socio-Historical Context of Ethnic Conflict: Implications for Teaching History. *International Journal of Historical Learning, Teaching, and Research*, 10(1): 29-43.

Elizabeth, T., Anderson, T., Snow, E., and Selman, R. (2012). Academic Discussions: An Analysis of Instructional Discourse and an Argument for an Integrative Assessment Framework. *American Education Research Journal*, published online 20 August 2012.

Fisher, K.W. (2013). Constructing A Scientific Groundwork For Learning and Teaching. *Journal Of Bio-Education*, 1(1): 13-29.

Fisher, K.W., and van Geert, P. (2013). Dynamic Development Of Brain and Behavior. In P. Molenaar and R. Lerner (Eds.), *Nonlinear Models Of Learning and Development*. Pennsylvania State University: Pennsylvania State University Press.

Frost, J., Ottern, E., Snow, C., Hagtvet, B., Lyster, S., White, C. (in press). The Conceptual Nature Of Gain I Nvocabulary Research: An Analysis Of Vocabulary Data From School Children. *Scandinavian Journal of Educational Research*.

Selman, R.L. and Kwok, J. (2012). Past, Present, and Future: Using Literature to Promote Social Awareness and Literacy in Children. In B. Falk. (Ed.), *Defending Childhood: Keeping the Promise of Early Education* (pp. 173-191). New York: Teachers College Press.

Snow, C., Uccelli, P., and White, C. (2013). Bedingungen und Bedeutung des Erwerbs von Bildungssprache durch Heranwachsende. In C. Rosebrook and A. Bertschi-Kaufmann (Eds.), *Literaltat erfassen: Bildungspolitisch, kulturell, individuell* (pp. 29-39). Base: Beltz Juventa.

R305F100027

Examining Effective Intervention Targets, Longitudinal Intensity, and Scaling Factors for Pre-K to 5th Grade Student Comprehension

Florida State University

Lonigan, Christopher

Carol Connor

Project Website: <http://rfu.fcrr.org/index.htm>

Publications:

Apel, K., Brimo, D., Diehm, E., and Apel, L. (2013). Morphological Awareness Intervention With Kindergartners and First- and Second-Grade Students From Low Socioeconomic Status Homes: A Feasibility Study. *Language, Speech, and Hearing Services In Schools, 44*(2): 161-173.

Apel, K., Diehm, E., and Apel, L. (2013). Using Multiple Measures Of Morphological Awareness To Assess Its Relation To Reading. *Topics In Language Disorders, 33*(1): 42-56.

Tang, S., Reilly, R.G., and Vorstius, C. (2012). EyeMap: A Software System For Visualizing and Analyzing Eye Movement Data In Reading. *Behavior Research Methods, 44*(2): 420-438.

RESEARCHER-PRACTITIONER PARTNERSHIPS IN EDUCATION RESEARCH

2013

R305H130012

[Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership](#)

Collaborative for Academic, Social, and Emotional Learning

Weissberg, Roger P.

Paul LaMarca (Washoe County School District)

Partner: Washoe County School District (Nevada)

R305H130026

[Designing a RCT Experiment to Test the Impact of Innovative Interventions and Policies for Postsecondary Developmental Education: A RAND—TX Higher Education Coordinating](#)

RAND Corporation

Miller, Darwin Trey

David Gardner (Texas A&M University)

Partner: The Texas Higher Education Coordinating Board

R305H130030

[Applicants at the Doorstep: Improving Hiring Practices through a Better Understanding of the Link Between Applicant Information and Teacher Quality](#)

University of Washington

Goldhaber, Dan

Angela Jones (Spokane Public Schools)

Partner: Spokane Public Schools

R305H130048

[New York City Partnership for College Readiness and Success](#)

New York University

Kemple, James

Simone D'Souza (NYCDOE) and David Crook (CUNY)

Partners: The Research Alliance for New York City Schools at New York University (NYU), the New York City Department of Education (NYCDOE), and the City University of New York (CUNY)

R305H130059

Academic Trajectories and Policies to Narrow Achievement Gaps in San Diego

University of California, San Diego

Betts, Julian

Peter Bell (SDUSD); Dina Policar (SDUSD); Ronald Rode (SDUSD)

Partner: The San Diego Unified School District (SDUSD); Partnership Name: San Diego Education Research Alliance at UCSD (SanDERA).

R305H130080

What Works for Title I Schools: Understanding the Contributors and Barriers to School Improvement

Arizona State University

Kurz, Alexander

Carrie Giovannone (ADE)

Partners: Arizona State University (ASU); the Arizona Department of Education (ADE)

SOCIAL AND BEHAVIORAL CONTEXT FOR ACADEMIC LEARNING

2008

R305A080253

[The Chicago Social and Character Development Trial: Extension to Grade 8](#)

Oregon State University

Flay, Brian

Related IES Projects: [Positive Action for Social and Character Development](#) (R305L030072)

Publications:

Bavarian, N., Lewis, K., DuBois, D., Acock, A., Vuchinich, S., Silverthorn, N., Snyder, F., Day, J., Ji, P., Flay, B.R. (in press) Using Social-Emotional and Character Development to Improve Academic Outcomes: A Matched-Pair, Cluster- Randomized Controlled Trial in Low-Income, Urban Schools. *Journal of School Health*.

Flay, B.R., and Allred, C.G. (2010). The Positive Action Program: Improving Academics, Behavior and Character By Teaching Comprehensive Skills For Successful Learning and Living. In Lovat, T. and Toomey, R. (Eds). *International Handbook on Values Education and Student Well-Being*. Dordrecht: Springer.

Lewis, K.M., Bavarian, N., Snyder F., Acock, A Day, DuBois, D.L., Ji, P., Schure, M.B., Silverthorn, N., Vuchinich, S. and Flay, B.R. (2012) Direct and Mediated Effects of a Social-Emotional and Character Development Program on Adolescent Substance Use. *International Journal of Emotional Education*, 4(1): 56-78.

Lewis, K.M., Schure, M.B., Bavarian, N., DuBois, D.L., Day, J., Ji, P., and ... Flay, B.R. (2013). Problem Behavior and Urban, Low-Income Youth: A Randomized Controlled Trial Of Positive Action In Chicago. *American Journal Of Preventive Medicine*, 44(6): 622-630.

Li, K-K, Washburn, I., DuBois, D.L., Vuchinich, S., Ji, P., Brechling, V., Day, J., Beets, M.W., Acock, A.C., Berbaum, M., Snyder, F., and Flay, B.R. (2011). Effects Of The Positive Action Program On Problem Behaviors In Elementary School Students: A Matched-Pair Randomized Control Trial In Chicago. *Psychology and Health*, 26(2): 187-204.

Vuchinich, S., Flay, B.R., Aber, L., and Bickman, L. (2012) Person Mobility In The Design and Analysis Of Cluster-Randomized Cohort Prevention Trials. *Prevention Science*, 33: 300-313.

Washburn, I.J., Acock, A.C., Vuchinich, S., Snyder, F.J., Li, K.-K., Ji, P., Day, J., DuBois, D.L., and Flay, B.R. (2011). Effects Of A Social-Emotional and Character Development Program On The Trajectory Of Behaviors Associated With Character Development: Findings From Three Randomized Trials. *Prevention Science*, 12: 314-323.

R305A080326

[A Randomized Controlled Trial of the Combination of Two Preventive Interventions](#)

Johns Hopkins University
Ialongo, Nicholas

Related IES Projects: [Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching Process](#) (R305A130060)

Publications:

Becker, K., and Domitrovich, C. (2011). Conceptualization, Integration, and Supports Of Evidence-Based Interventions In Schools. *School Psychology Review*, 40: 582-589.

Domitrovich, C.E., Bradshaw, C.P., Greenberg, M.T., Embry, D., Poduska, J.M., and Ialongo, N.S. (2010). Integrated Models Of School-Based Prevention: Logic and Theory. *Psychology In The Schools*, 47: 71-88.

Jo, B., Ginexi, E., and Ialongo, N. (2010). Handling Missing Data In Randomized Experiments With Noncompliance. *Prevention Science*, 11: 384-396.

Jo, B., Wang, C-P., and Ialongo, N.S. (2009). Using Latent Outcome Trajectory Classes In Causal Inference. *Statistics and Its Interface*, 2: 403-412.

Reinke, W.M., Herman, K.C., and Ialongo, N.S. (2012). Developing and Implementing Integrated School-Based Mental Health Interventions. *Advances In School Mental Health Promotion*, 5: 158-160.

Reinke, W.M., Herman, K.C., Darney, D., Pitchford, J., Becker, K., Domitrovich, C., and Ialongo, N. (2012). Using The Classroom Check-Up To Support Implementation Of PATHS To PAX. *Advances In School Mental Health Promotion*, 5: 220-232.

Stuart, E.A. and Ialongo, N.S. (2010). Matching Methods For Selection Of Subjects For Follow-Up. *Multivariate Behavioral Research*, 45: 746-765.

R305A080337

[Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers](#)

Rutgers University
Reddy, Linda

Publications:

King, S., and Waschbusch, D.A. (2010). Aggression In Children With Attention-Deficit/Hyperactivity Disorder. *Expert Review Of Neurotherapeutics*, 10(10): 1581-1594.

R305A080512

Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context

New York University

McClowry, Sandra

Publications:

Collins, A., Colwell, N., and McClowry, S.G. (2012). Maintaining Fidelity Of The Intervention. In Melnyk, B. M., and Morrison-Beedy, D. (Eds.), *Designing, Conducting, Analyzing and Funding Intervention Research: A Practical Guide For Success* (pp. 215–229). New York, NY: Springer.

McClowry, S.G., and Collins, A. (2012). Temperament-based intervention: Reconceptualized from a response to intervention framework. In R. Shiner and M. Zentner (Eds.), *Handbook of childhood temperament* (pp. 607–627). New York, NY: Guilford Press.

Shiner, R.L., Buss, K.A., McClowry, S.G., Putman, S.P., Saudino, K.J., and Zentner, M. (2012). What Is Temperament Now? Assessing Progress In Temperament Research In The 25 Years Following Goldsmith et al. (1987). *Child Development Perspectives*, 6(4): 436-444.

R305A080562

Development of an Intervention to Improve Academic Outcomes for Low-Income Urban Youth through Instruction in Effective Coping Supported by Mentoring Relationships

DePaul University

Grant, Kathryn

Publications:

Farahmand, F.K., Duffy, S.N., Tailor, M., DuBois, D.L., Lyon, A.R., Grant, K.E., Czarlinski, J., Masini, O., Zander, K.J., and Nathanson, A.M. (2012). Community-Based Mental Health and Behavioral Programs for Low-Income Urban Youth: A Meta-Analytic Review. *Clinical Psychology: Science and Practice*, 19(2): 195-215.

Farahmand, F.K., Grant, K.E., Polo, A., Duffy, S.N., and Dubois, D.L. (2011). School-Based Mental Health and Behavioral Programs For Low-Income Urban Youth: A Systematic and Meta-Analytic Review. *Clinical Psychology: Science and Practice*, 18: 372-390.

2009

R305A090085

Enhancing Effectiveness and Connectedness among Early Career Teachers in Urban Schools

University of Illinois at Chicago

Shernoff, Elisa

Marc Atkins, Stacy Frazier, Ané Mariñez-Lora, Bridget Hamre, Mark Smylie and Michelle Parker-Katz

Publications:

Shernoff, E.S., Marinez-Lora, A., Frazier, S.L., Jakobsons, L.J., Atkins, M.S., and Bonner, D. (2011). Teachers Supporting Teachers in Urban Schools: What Iterative Research Designs Can Teach Us. *School Psychology Review*, 40: 465-485.

R305A090107

[Establishing Positive Behavior Supports in Elementary School Instructional Settings](#)

IRIS Media, Inc.
Marquez, Brion

Publications:

R305A090175

[Mindfulness-Based Academic Achievement Program for Middle School](#)

Innovation Research and Training, Inc.
Parker, Alison
Janis Kupersmidt

Publications:

R305A090179

[Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education \(CARE\)](#)

Pennsylvania State University
Jennings, Patricia
Mark Greenberg

Related IES Projects: [Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education \(CARE\): A Cluster Randomized Controlled Efficacy Trial](#) (R305A120180)

Publications:

Jennings, P.A., Snowberg, K.E., Coccia, M.A., and Greenberg, M.T. (2011). Improving Classroom Learning Environments By Cultivating Awareness and Resilience In Education (CARE): Results Of Two Pilot Studies. *Journal Of Classroom Interaction*, 46(1): 37-48.

R305A090305

[Organizational Skills Interventions for Children with ADHD](#)

Children's Hospital Medical Center
Langberg, Joshua
Jeff Epstein

Grant Transferred to: Virginia Commonwealth University (R305A100996)

Related IES Projects: [Efficacy of an Organizational Skills Intervention for Middle School Students with ADHD](#) (R305A130011)

Publications:

Becker, S.P., and Langberg, J.M. (2012). Sluggish Cognitive Tempo Among Young Adolescents With ADHD: Relations To Mental Health, Academic, and Social Functioning. *Journal of Attention Disorders*. Advance online publication.

Langberg, J.M., Becker, S.P., Epstein, J.N., Vaughn, A.J., and Girio-Herrera, E. (2012). Predictors of Response and Mechanisms of Change in an Organizational Skills Intervention for Students with ADHD. *Journal of Child and Family Studies*.

Langberg, J.M. (2011). *Homework, Organization and Planning Skills (HOPS) Interventions: A Treatment Manual*. Bethesda, MD: National Association of School Psychologists (NASP) Publications.

Langberg, J.M., Epstein, J.N., Becker, S.P., Girio-Herrera, E., and Vaughn, A.J. (2012). Evaluation of the Homework, Organization, and Planning Skills (HOPS) Intervention For Middle School Students With Attention Deficit Hyperactivity Disorder As Implemented By School Mental Health Providers. *School Psychology Review*, 41(3): 342-364.

Langberg, J.M., Epstein, J.N., Girio-Herrera, E., Becker, S.P., Vaughn, A.J., and Altaye, M. (2011). Materials Organization, Planning, and Homework Completion In Young Adolescents With ADHD: Impact On Academic Performance. *School Mental Health*, 3(2): 93-101.

Langberg, J.M., Vaughn, A.J., Williamson, P., Epstein, J.N., Girio-Herrera, E., and Becker, S.P. (2011). Refinement Of An Organizational Skills Intervention For Adolescents With ADHD For Implementation By School Mental Health Providers. *School Mental Health* 3(3): 143-155.

R305A090307

Examining Variation in the Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS)

Johns Hopkins University

Bradshaw, Catherine

Phillip Leaf and Nicolas Ialongo

Publications:

Bottiani, J., and Bradshaw, C.P. (in press). Social-emotional learning. In E. Anderman and J. Hattie (Eds). *International Handbook of Student Achievement*. New York: Routledge.

Bottiani, J., Bradshaw, C.P., Rosenberg, M., Hershfeldt, P., Pell, K., and Debnam, K.J. (in press). The Double Check Model In A Response To Intervention Framework: Culturally Responsive Practices For Students With Learning Disabilities. *Insights on Learning Disabilities*.

Bradshaw, C.P., and Haynes, K.T. (2012). Building A Science Of Partnership-Focused Research: Forging and Sustaining Partnerships To Support Child Mental Health Prevention and Services Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 39(4): 221-224.

Bradshaw, C.P., and Leaf, P.J. (in press). Examining The Association Between Implementation and Outcomes: State-Wide Scale-Up Of School-Wide Positive Behavior Intervention and Supports. *Journal of Behavioral Health Services and Research*.

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- Bradshaw, C.P., and Waasdorp, T. (2009). Measuring and Changing A 'Culture Of Bullying.'. *School Psychology Review*, 38(3): 356-361.
- Bradshaw, C.P., Bottiani, J., Osher, D., Weissberg, R., and Sugai, G. (in press). Integrating Positive Behavior Supports and Social Emotional Learning. In Weist, M.D., Lever, N.A., Bradshaw, C.P., and Owens, J. (Eds.). *Handbook of School Mental Health: Advancing Practice and Research (second edition)*. New York: Springer.
- Bradshaw, C.P., Goldweber, A., Fishbein, D., and Greenberg, M.T. (2012). Infusing Developmental Neuroscience Into School-Based Preventive Interventions: Implications and Future Directions. *Journal Of Adolescent Health*, 51(2, Suppl): S41-S47.
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- Bradshaw, C.P., Pas, E.T., Goldweber, A., Rosenberg, M. S., and Leaf, P. J. (2012). Integrating School-Wide Positive Behavioral Interventions and Supports With Tier 2 Coaching To Student Support Teams: The PBIS Model. *Advances In School Mental Health Promotion*, 5(3): 177-193.
- Bradshaw, C.P., Waasdorp, T.E, and Leaf, P.J. (in press). The Impact Of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) On Behavior Problems. *Pediatrics*.
- Debnam, K.J., Pas, E.T., and Bradshaw, C.P. (2012). Secondary and Tertiary Support Systems In Schools Implementing School-wide Positive Behavioral Interventions and Supports: A Preliminary Descriptive Analysis. *Journal of Positive Behavior Interventions*, 14: 142-152.
- Debnam, K.J., Pas, E.T., and Bradshaw, C.P. (in press). Factors Influencing Staff Perceptions Of Support For Secondary and Tertiary Support Interventions. *Journal of Emotional and Behavioral Disorders*.
- Domitrovich, C.E., Bradshaw, C.P., Greenberg, M.T., Embry, D., Poduska, J.M., and Ialongo, N.S. (2010). [Integrated Models of School-Based Prevention: Logic and Theory](#). *Psychology in the Schools*, 47(1): 71–88.
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- Mendelson, T., Pas, E.T., Bradshaw, C.P., Leis, J., Leaf, P.J., and Rebok, G. (2012). The Logic and Practice Of Prevention. In W. Eaton (Ed.), *Public Mental Health* (pp. 459-509). New York: Oxford.

Mitchell, M.M., Bradshaw, C.P., and Leaf, P.J. (2010). Student and Teacher Perceptions Of School Climate: A Multilevel Exploration Of Patterns Of Discrepancy. *Journal of School Health*, 80(6): 271-279.

Pas, E.T., and Newman, D.L. (in press). Teacher Mentoring, Coaching, and Consultation. In J.A.C. Hattie and anderman, E.M. (Eds.), *International Handbook of Student Achievement*. Routledge Publishing Company.

Pas, E.T., Bradshaw, C.P., and Mitchell, M.M. (2011). Examining The Validity Of Office Discipline Referrals As An Indicator Of Student Behavior Problems. *Psychology in the Schools*, 48: 541-555.

Pas, E.T., Bradshaw, C.P., and Cash, A. (in press). Coaching Classroom-Based Preventive Interventions. In M. Weist, N. Lever, C. Bradshaw, and J. Owens (Eds.). *Handbook of School Mental Health, Second Edition*. Springer.

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Pas, E.T., Bradshaw, C.P., Hershfeldt, P.A., and Leaf, P.J. (2010). [A Multilevel Exploration of the Influence of Teacher Efficacy and Burnout on Response to Student Problem Behavior and School-Based Service School Use](#). *School Psychology Quarterly*, 25: 13–27.

Stuart, E., Cole, S., Bradshaw, C.P., and Leaf, P.J. (2011). The Use Of Propensity Scores To Assess The Generalizability Of Results From Randomized Trials. *The Journal of the Royal Statistical Society, Series A*, 174(2): 369-386.

Sullivan, T., and Bradshaw, C.P. (in press). Introduction To The Special Issue Of *Behavioral Disorders*: Serving The Needs Of Youth With Disabilities Through School-Based Violence Prevention Efforts. *Behavioral Disorders*.

Waasdorp, T.E, Bradshaw, C.P., and Leaf, P.J. (2012). The Impact Of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) On Bullying and Peer Rejection. *Archives of Pediatric and Adolescent Medicine*, 166(2): 149-156.

R305A090315

[SECURE: Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention](#)

University of Michigan

Morrison, Frederick

Daniel Keating, Robin Jacob, Stephanie Jones, and Nancy A. Madden

Publications:

R305A090361

Effects of Classroom Management Training on Early Learning Skills

Duke University

Murray, Desiree

David Rabiner

Publications:

R305A090386

Development of the “4R-SUCCESS” Program Aimed at Improving Elementary School-aged Children Social and Scholastic Competence

Arizona State University

Ladd, Gary

Becky Kochenderfer-Ladd

Publications:

Ladd, G.W., Kochenderfer-Ladd, B.K., Visconti, K.J., and Ettekal, I. (2012). Classroom Peer Relations and Children's Social and Scholastic Development: Risk Factors and Resources. In A.M. Ryan and G.W. Ladd (Eds.), *Peer relationships and adjustment to school*. Charlotte, NC: Information Age Publishing

R305A090438

The Social Skills Improvement System Classwide Intervention Program: Social, Behavioral, and Academic Outcomes in the Intermediate Grades

Pennsylvania State University

DiPerna, James

Pui-Wa Lei

Publications:

R305A090446

Professional Development to Support and Sustain a Classroom Behavior Management Strategy

American Institutes for Research

Poduska, Jeanne

Hendricks Brown, Anja Kurki, Carla Ford, and Wei Wang

Publications:

Poduska, J., Gomez, M., Capo, Z., Holmes, V. (2011). Developing A Collaboration With The Houston Independent School District: Testing The Generalizability Of A Partnership Model. *Administration and Policy in Mental Health and Mental Health Services Research*, 39(4): 258-267.

2010

R305A100064

Minnesota Partnership for School Connectedness

University of Minnesota

Resnick, Michael

Sandra Christenson

Publications:

R305A100094

The Career Passport Program: Development and Refinement

Cleveland State University

Perry, Justin

Donna Schultheiss, Graham Stead, Diane Corrigan

Publications:

R305A100342

Evaluation of a Video-Based Modeling Program to Promote Effective Teacher Classroom Management Practices

University of Missouri

Reinke, Wendy

Keith Herman, Melissa Stormont

Publications:

Herman, K.C., Borden, L.A., Reinke, W.M., and Webster-Stratton, C. (2011). The Impact Of The Incredible Years Parent, Child, and Teacher Training Programs On Children's Co-Occurring Internalizing Symptoms. *School Psychology Quarterly*, 26(3): 189-201.

Herman, K.C., Reinke, W.M., Bradshaw, C.P., Lochman, J.E., Boxmeyer, C.L., Powell, N.P., and ... Ialongo, N.S. (2012). Integrating the Family Check-up and the Parent Coping Power program. *Advances In School Mental Health Promotion*, 5(3): 208-219.

Reinke, W.M., Herman, K.C., and Stormont, M. (2013). Classroom Level Positive Behavior Supports in Schools Implementing SW-PBIS: Identifying Areas for Enhancement. *Journal of Positive Behavior Interventions*, 15: 39-50.

Reinke, W.M., Herman, K.C., Darney, D., Pitchford, J., Becker, K., Domitrovich, C., and Ialongo, N. (2012). Using The Classroom Check-Up Model To Support Implementation Of Paths To PATHS to PAX. *Advances In School Mental Health Promotion*, 5(3): 220-232.

Reinke, W.M., Stormont, M., Clare, A., Latimore, T., and Herman, K.C. (2013). Differentiating Tier 2 Social Behavioral Interventions According To Function Of Behavior. *Journal Of Applied School Psychology*, 29(2): 148-166.

Reinke, W.M., Stormont, M., Webster-Stratton, C., Newcomer, L., and Herman, K.C. (2012). The Incredible Years Teacher Training: Using Coaching To Support Generalization To Real World Classroom Settings. *Psychology in the Schools, 49*: 416-428

Stormont, M. and Reinke, W.M. (2012). Using Coaching to Improve Classroom Implementation Fidelity Within School-wide Positive Behavior Support Systems. *Beyond Behavior, 21*: 11-19.

Stormont, M., and Reinke, W.M. (2013). Implementing Tier 2 social behavioral interventions: Current issues, challenges, and promising approaches. *Journal Of Applied School Psychology, 29*(2): 121-125.

Stormont, M., Herman, K.C., Reinke, W.M., David, K., and Goel, N. (in press). Latent Profile Analysis Of Teachers' Perceptions Of Parent Contact, Comfort and Endorsement Of School, *School Psychology Quarterly*.

Stormont, M., Reinke, W.M., and Herman, K.C. (2011). Teachers' Importance Ratings For Evidence-Based Behavioral Interventions. *Behavioral Disorders, 37*: 19-29.

Stormont, M., Thomas, N.C., and van Garderen, D. (2012). Collaboration To Improve Student Outcomes: Current Issues and Innovative Approaches. *Psychology in the Schools, 49*: 399-401.

Stormont, M., Thomas, C., and van Garderen, D. (2012). Introduction To The Special Issue: Building Capacity To Improve Student Outcomes Through Collaboration: Current Issues and Innovative Approaches. *Psychology In The Schools, 49*(5): 399-401.

Webster-Stratton, C., Reinke, W.M., and Herman, K.C. (2011). The Incredible Years Teacher Training: The Methods and Principles That Support Adaptation and Dissemination With High Fidelity. *School Psychology Review, 40*: 509-529

Webster-Stratton, C., Reinke, W.M., Herman, K.C., and Newcomer, L.L. (2011). The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity Of Training Delivery. *School Psychology Review, 40*(4): 509-529.

R305A100344

[A Longitudinal Study of Teaching Practices, Classroom Peer Ecologies, and Youth Outcomes](#)

University of Illinois, Urbana-Champaign

Rodkin, Philip

Scott Gest, Tom Farmer (Pennsylvania State University)

Publications:

Gest, S.D., and Rodkin, P.C. (2011). Teaching Practices and Friendship Patterns In Elementary School Classrooms. *Journal of Applied Developmental Psychology, 32*: 288-296.

Logis, H., Ahn, H-J., Rodkin, P.C., and Gest, S.D., (2013). Aggression, Prosociality, and Popular Status: Selection and Influence Processes in Friendship Networks. *Journal of Research on Adolescence*.

Rodkin, P.C. (2011, March). *Bullying and Children's Peer Relationships*. White paper for the White House Conference on Bullying Prevention. The White House, Washington D.C. [Reprinted in *Educational Leadership, 69*: 10-16]

This paper has been awarded the 2013 American Educational Research Association Division E (Counseling and Human Development) Distinguished Research Award.

Rodkin, P.C., and Gest, S.D. (2010). Teaching Practices, Classroom Peer Ecologies, and Bullying Behaviors Among Schoolchildren. In D.L. Espelage and S. Swearer (Eds.), *Bullying in North American Schools* (2nd ed.). New York: Routledge, Taylor, Francis.

Rodkin, P.C., and Ryan, A.M. (2012). Child and Adolescent Peer Relations In Educational Context. In K.R. Harris, S. Graham, T. Urdan, S. Graham, J.M. Royer, M. Zeidner (Eds.), *APA Educational Psychology Handbook, Vol 2: Individual Differences and Cultural and Contextual Factors* (pp. 363-389). Washington, DC US: American Psychological Association.

R305A100367

Increasing Adolescent Engagement, Motivation, and Achievement: Efficacy of a Web-Based, Teacher Professional Development Model

University of Virginia

Allen, Joseph

Anne Gregory (Rutgers, The State University of New Jersey), Robert C. Pianta and Amori Mikami (The University of Virginia)

Publications:

Gregory, A., Allen, J.P., Mikami, A., Hafen, C.A., and Pianta, R.C. (forthcoming). The Effectiveness Of A Teacher Professional Development Program In Reducing The Racial Disparity In Classroom Discipline Referrals. In D. Losen (Ed.), *Racial Inequity In School Discipline*. Los Angeles, CA: Center for civil rights remedy and the Civil rights project, UCLA.

Hafen, C., Allen, J.P., Mikami, A.Y., Gregory, A., Hamre, B.K., and Pianta, R.C. (2012). The Pivotal Role Of Adolescent Autonomy In Secondary Classrooms. *Journal of Youth and Adolescence*, 41: 245-255.

Mikami, A., Gregory, A., Allen, J.P., Pianta, R.C., and Lun, J. (2011). Effects Of A Teacher Professional Development Intervention On Peer Relationships In Secondary Classrooms. *School Psychology Review*, 40(3): 367-385.

Pianta, R.C., Hamre, B.K., and Allen, J.P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Handbook of Research on Student Engagement*, 365-386.

R305A100590

Using an Empirically-supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-emotional Learning and Literacy Curriculum in Urban Elementary Schools

University of Virginia

Downer, Jason

Publications:

R305A100596

Academic Achievement Outcomes from a Pre-K Family and School Intervention

New York University School of Medicine

Brotman, Laurie

Publications:

R305A100911

Intrapersonal Factors Associated with Academic Success among High School Students in Advanced Placement and International Baccalaureate (AP-IB) Programs

University of South Florida

Suldo, Shannon

Elizabeth Shaunessy

Publications:

2011

R305A110079

Supporting Early Adolescent Learning and Social Success - Project SEALS

Pennsylvania State University

Farmer, Thomas

Jill V. Hamm (University of North Carolina at Chapel Hill) and David Lee (Pennsylvania State University)

Grant Transferred to: Virginia Commonwealth University (R305A120812)

Publications:

Farmer, T.W., and Xie, H. (2013). Manufacturing Phenomena or Preserving Phenomena? Core Issues in the Identification of Peer Social Groups with Social Cognitive Mapping Procedures. *Social Development*, 22(3): 595-603.

Farmer, T.W., Irvin, M.J., Motoca, L.M., Leung, M.C., Hutchins, B.C., Brooks, D.S., and Hall, C.M. (2013). Externalizing and Internalizing Behavior Problems, Peer Affiliations, and Bullying Involvement Across the Transition to Middle School. *Journal of Emotional and Behavioral Disorders*. Published online before print June 25, 2013, doi: 10.1177/1063426613491286.

Farmer, T.W., Hamm, J.V., Lane, K.L., Lee, D., Sutherland, K.S., Hall, C.M., and Murray, R.A. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) Model. *Journal of Educational and Psychological Consultation*, 23(2), 115-139.

R305A110080

[Using Longitudinal and Momentary Analysis to Study the Impact of Middle School Teachers' Stress on Teacher Effectiveness, Student Behavior and Achievement](#)

University of Houston

McIntyre, Teresa

Scott McIntyre (University of Houston-Clear Lake), Paras Mehta, David Francis, Angelia Durand and Pat Taylor (Texas Institute for Measurement, Evaluation, and Statistics and Department of Psychology, University of Houston)

Publications:

R305A110104

[The Role of Behavioral and Instructional Match in the Prediction of Early Classroom Engagement and Academic Achievement](#)

University of North Carolina, Chapel Hill

Garrett-Peters, Patricia

Lynne Vernon-Feagans

Publications:

R305A110143

[A Toolkit for Identifying and Assessing Socially Rejected Children](#)

Rush University Medical Hospital

McKown, Clark

Publications:

R305A110252

[Assessing the Efficacy of Check and Connect for Improving Outcomes for At-Risk High School Students](#)

American Institutes for Research

Heppen, Jessica

Jason Snipes (IMPACT International), Mindee O'Cummings (American Institutes for Research)

Publications:

R305A110470

[A Randomized Controlled Trial of Student Success Skills: A Program to Improve Academic Achievement for All Students](#)

Florida Atlantic University

Webb, Linda

Greg Brigman, Elizabeth Villares, and John Carey (University of Massachusetts, Amherst)

Grant Transferred to: Florida State University, Award Number R305A120810

Publications:

R305A110583

[Interactive Social Tutoring System for Social Skills Training with Elementary Students](#)

Center for Research in Emotional and Social Health, Inc.

DeRosier, Melissa

James Thomas (North Carolina State University)

Publications:

R305A110703

[Efficacy of the WINGS After-School Social and Emotional Learning \(SEL\) Program](#)

Rectors and Visitors of the University of Virginia

Grissmer, David

Andrew Mashbum (Portland State University)

Publications:

2012

R305A120128

[Brief Intervention for School Clinicians](#)

University of Washington

McCauley, Elizabeth

Eric Bruns, Lucy Berliner, Shannon Dorsey, Doug Cheney, and Ann Vander Stoep

Publications:

R305A120180

[Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education \(CARE\): A Cluster Randomized Controlled Efficacy Trial](#)

Pennsylvania State University

Jennings, Patricia

Mark Greenberg

Related IES Projects: [Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education \(CARE\)](#) (R305A090179)

Publications:

R305A120181

[Academic and Behavioral Consequences of Visible Security Measures in Schools](#)

Vanderbilt University

Tanner-Smith, Emily

Mark Lipsey

Publications:

R305A120659

[A Neuroscience-Based Health Curriculum to Promote Academic Success](#)

Duke University

Babinski, Leslie

Wilkie Wilson

Publications:

2013

R305A130011

[Efficacy of an Organizational Skills Intervention for Middle School Students with ADHD](#)

Virginia Commonwealth University

Langberg, Joshua

Related IES Projects: [Organizational Skills Interventions for Children with ADHD](#) (R305A090305)

Publications:

R305A130060

[Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching Process](#)

Johns Hopkins University
Bradshaw, Catherine
Celene Domitrovich (Pennsylvania State University)

Related IES Projects: [A Randomized Controlled Trial of the Combination of Two Preventive Interventions](#) (R305A080326)

Publications:

R305A130090

[A Longitudinal Study of Latino Students' Grade 3 Academic Achievement: The Role of Early Childhood Family and School Characteristics](#)

New York University School of Medicine
Calzada, Esther

Publications:

R305A130107

[Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques](#)

Rectors and Visitors of the University of Virginia
Tolan, Patrick

Publications:

R305A130143

[Evaluation of a Classroom Management Training Program for Middle School Teachers](#)

University of Missouri
Herman, Keith
Wendy Reinke

Publications:

R305A130175

[Partner for Prevention \(P4P\): A Whole School Approach to Peer Aggression and Bullying](#)

Children's Hospital of Philadelphia

Leff, Stephen

Publications:

R305A130375

[The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System](#)

University of Missouri

Reinke, Wendy

Publications:

SOCIAL AND CHARACTER DEVELOPMENT

2003

R305L030002

[Second Step](#)

University of Maryland, College Park

Gottfredson, Gary

Publications:

R305L030003

[Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children](#)

New York University

Aber, J. Lawrence

Publications:

Brown, J.L., Jones, S.M., LaRusso, M.D., and Aber, J.L. (2010). [Improving Classroom Quality: Teacher Influences and Experimental Impacts of the 4Rs Program](#). *Journal of Educational Psychology*, 102(1): 153–167.

Gershoff, E.T., and Aber, J.L. (2006). Neighborhoods and Schools: Contexts and Consequences for the Mental Health and Risk Behaviors of Children and Youth. In L. Balter and C. Tamis-Lemonda (Eds.), *Child Psychology: A Handbook of Contemporary Issues (2nd Edition)* (pp. 611–645). New York, NY: Psychology Press/Taylor and Francis.

Jones, S.M., Brown, J.L., and Aber, J.L. (2009). [Two-Year Impacts of a Universal School-Based Social-Emotional and Literacy Intervention: An Experiment in Translational Developmental Research](#). *Child Development (Special Issue on Raising Healthy Children: Translating Child Development Research into Practice)*, 81(5): 1632–1636.

Jones, S.M., Brown, J.L., and Aber J.L. (2008). Classroom Settings as Targets of Intervention and Research. In M. Shinn and H. Yoshikawa (Eds.), *Towards Positive Youth Development: Transforming Schools and Community Programs*. New York, NY: Oxford University Press.

Jones, S.M., Brown, J.L., Hoggund, W.G., and Aber, J. (2010). A School-Randomized Clinical Trial Of An Integrated Social–Emotional Learning and Literacy Intervention: Impacts After 1 School Year. *Journal Of Consulting and Clinical Psychology*, 78(6): 829-842.

Larusso, M.D., Brown, J.L., Jones, S.M., and Aber, J.L. (2009). School Context and Micro-Contexts: The Complexity of Studying School Settings. In L.M. Dinella (Ed.), *Conducting Psychology Research in School-Based Settings: A Practical Guide for Researchers Conducting High Quality Science Within School Environments*. Washington, D.C.: APA Books.

R305L030065

Academic and Behavioral Competencies Model

State University of New York, Buffalo

Pelham, William

Greta Massetti

Publications:

R305L030072

Positive Action for Social and Character Development

Oregon State University

Flay, Brian

David DuBois (University of Illinois at Chicago), and Carol Allred (Positive Action, Inc.)

Related IES Projects: [The Chicago Social and Character Development Trial: Extension to Grade 8](#) (R305A080253)

Publications:

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R305L030162

Social and Character Development in Rural Youth: The Competence Support Program

University of North Carolina, Chapel Hill

Farmer, Thomas

Mark Fraser

Publications:

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[Perceived Popular and Unpopular Aggressive Subtypes](#). *International Journal of Behavioral Development*, 34(1): 73–87.

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R305L030165

[Promoting Alternative Thinking Strategies](#)

Children's Institute

Johnson, Deborah

Hugh Crean

Publications:

Crean, H.F., and Johnson, D. B. (2013). Promoting Alternative Thinking Strategies (PATHS) and Elementary School Aged Children's Aggression: Results from a Cluster Randomized Trial. *American Journal of Community Psychology* (52): 56-72..

R305L030173

[Love in a Big World](#)

Vanderbilt University

Bickman, Leonard

Katie Smith

Publications:

STATISTICAL AND RESEARCH METHODOLOGY IN EDUCATION

2009

R305D090006

[Practical Solutions for Missing Data and Imputation](#)

Columbia University

Gelman, Andrew

Jennifer Hill (New York University)

Publications:

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R305D090008

[Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts](#)

MDRC

Bloom, Howard

Publications:

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R305D090009

[Using Instrumental Variables Analysis Coupled with Rigorous Multi-Site Impact Studies to Study the Causal Paths by which Educational Interventions Affect Student Outcomes](#)

MDRC

Bloom, Howard

Publications:

Bloom, H.S. (2012). Modern Regression Discontinuity Analysis. *Journal of Research on Educational Effectiveness* 5(1): 43-82.

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R305D090011

[Reducing Bias and Improving Efficiency of Estimated Teacher Effects from Value-Added Models](#)

RAND Corporation

Lockwood, J.R.

Daniel McCaffrey

Publications:

Han, B. (2013). Conditional Akaike Information Criterion In The Fay-Herriot Model. *Statistical Methodology*, 11: 53-67.

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R305D090013

[Examining the Changes in Methodology that Occur Between the Design and Implementation of Field Trials in Education](#)

Western Michigan University

Spybrook, Jessica

Publications:

Spybrook, J., Puente, A. C., and Lininger, M. (2011). An Examination of the Impact of Changes in Federal Policies on the Landscape of Educational Research in the USA. *Effective Education*, 3(2), 83-88.

R305D090016

[Estimation and Inference in Education Research when Actions by Participants Impact Validity and Availability of Data](#)

RAND Corporation

Engberg, John

Related IES Projects: [Determinants of Student Outcomes in an Urban School District: Educational Interventions and Family Choices](#) (R305A070117)

Publications:

Davis, B., Engberg, J., Epple, D.N., Sieg, H., Zimmer, R. (2010). [Evaluating The Gifted Program Of An Urban School District Using A Modified Regression Discontinuity Design](#). National Bureau of Economic Research, Working Paper 16414

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R305D090019

[Hierarchical Linear Modeling Under Multilevel Non-Ignorable Non-Responses with Applications to NAEP Data](#)

University of California, Riverside
Li, Jun

Publications:

R305D090020

[Using Imperfect Fidelity Measures to Improve Statistical Inferences about Educational Interventions](#)

Southern Methodist University
Stokes, S. Lynne
Jill Allor, Ian Harris

Publications:

R305D090021

[Developing Time-Indexed Effect Size Metrics for K–12 Reading and Math Educational Evaluation](#)

State University of New York, Buffalo
Lee, Jaekyung
Jeremy Finn

Project Website: <http://gse.buffalo.edu/faculty/centers/ties>

Publications:

R305D090022

Development of Accessible Methodologies and Software in Hierarchical Models with Missing Data

NORC

Raudenbush, Stephen

Yongyin Shin

Related IES Projects: [Accessible Methodology and User-Friendly Software for Multivariate Hierarchical Models Given Incomplete Data](#) (R305D130033)

Publications:

Shin, Y. (2012). Do Black Children Benefit More from Small Classes? Multivariate Instrumental Variable Estimators with Ignorable Missing Data. *Journal of Educational Behavioral Statistics*, 37: 543-574.

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R305D090024

Cross-Classified Structural Equations Model: Development of an OpenMX Module and its Application to Multiyear Assessment and Intervention Data in Literacy Research

University of Houston

Mehta, Paras

Related IES Projects: [Language and Literacy Abilities in Spanish Language Speaking Children](#) (R305A100272) and [The Roles of Instruction and Component Skills in Reading Achievement](#) (R305A120785)

Publications:

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R305D100017

[Practical Tools for Multilevel Hierarchical Modeling in Education Research](#)

Columbia University

Gelman, Andrew

Jingchen Liu (Columbia University) and Sophia Rabe-Hesketh (UC-Berkeley)

Publications:

Adler, R.J., Blanchet, J.H., and Liu, J. (2012). Efficient Monte Carlo for High Excursions of Gaussian Random Fields. *The Annals of Applied Probability*, 22(3), 1167-1214.

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R305D100018

[Value-Added Models and Accountability: Next Steps](#)

University of Wisconsin, Madison

Meyer Robert

Publications:

R305D100021

Generalized Dimensionality Assessment for Multidimensional Psychometric Models

Arizona State University

Levy, Roy

Publications:

Svetina, D., and Levy, R. (2012). An Overview Of Software For Conducting Dimensionality Assessment In Multidimensional Models. *Applied Psychological Measurement*, 36(8): 659-669.

R305D100027

Regression Discontinuity Designs with Assignment Based on Multiple Rating Scores: Statistical Properties and Issues in the Context of Education Evaluation

MDRC

Bloom, Howard

Sean Reardon (Stanford University)

Publications:

Reardon, S. F., and Robinson, J. P. (2012). Regression Discontinuity Designs with Multiple Rating-Score Variables. *Journal of Research on Educational Effectiveness*, 5(1), 83-104.

R305D100028

Constructing Value-Added Indicators of Teacher and School Effectiveness that We Can Trust

Michigan State University

Guarino, Cassandra

Mark Reckase (Michigan State University) and Jeffrey Wooldridge (Michigan State University)

Publications:

R305D100033

Better Warranted Quasi-Experimental Practice for Evidence Based Practical Research

Northwestern University

Cook, Thomas

Publications:

Cook, T.D., Wong, M. and Steiner, P.M. (2012). Evaluating National Programs: A Case Study Of The No Child Left Behind Program In The United States. In Bliesener, T., Beelmann, A., and Stemmler, M. (Eds.), *Antisocial Behavior and Crime: Contributions Of Developmental and Evaluation Research To Prevention and Intervention*. Cambridge, MA: Hogrefe Publishing.

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R305D100039

Non-Linear Multilevel Latent Variable Modeling with a Metropolis-Hastings Robbins-Monro Algorithm

University of California, Los Angeles

Cai, Li

Michael Seltzer (UCLA)

Publications:

Cai, L. (2010). A Two-Tier Full-Information Item Factor Analysis Model With Applications. *Psychometrika*, 75(4): 581-612.

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R305D100041

Testing Different Methods of Improving the External Validity of Impact Evaluations in Education

Abt Associates, Inc.

Olsen, Robert

Stephen Bell

Publications:

Olsen, R.B., Orr, L.L., Bell, S.H., and Stuart, E.A. (2013). External Validity In Policy Evaluations That Choose Sites Purposively. *Journal Of Policy Analysis and Management*, 32(1): 107-121.

R305D100046

A d-Estimator for Single Case Designs

University of California, Merced

Shadish, William

David Rindskopf (City University of New York)

Publications:

Hedges, L.V., Pustejovsky, J.E., and Shadish, W.R. (2012). A Standardized Mean Difference Effect Size For Single Case Designs. *Research Synthesis Methods*, 3(3): 224-239.

Shadish, W.R. (2011). Randomized Controlled Studies and Alternative Designs In Outcome Studies: Challenges and Opportunities. *Research On Social Work Practice*, 21(6): 636-643.

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2011

R305D110001

Bayesian Inference for Experimental and Observational Studies in Education

University of Wisconsin, Madison

Kaplan, David

Publications:

Kaplan, D., and Chen, J. (2012). A Two-Step Bayesian Approach for Propensity Score Analysis: Simulations and Case Study. *Psychometrika*, 77: 581-609.

Kaplan, D., and Depaoli, S. (2012). Bayesian Structural Equation Modeling. In R. Hoyle (ed.), *Handbook of Structural Equation Modeling*. (pp 650-673), New York: Guilford Publications, Inc.

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International Large-Scale Assessment: Background, Technical Issues, and Methods Of Data Analysis.
London: Chapman Hall/CRC Press.

R305D110008

[Methods for Parameter Inference, Model Comparison and Incomplete Data in Complex Psychometric Models for NAEP Survey Data](#)

American Institutes for Research

Salganik, Laura

Murray Aitkin and Irit Aitkin (University of Melbourne, Australia)

Publications:

R305D110014

[Increased Accuracy in the Detection of Differential Item Functioning through Multilevel Analysis](#)

Washington State University

French, Brian

W. Holms Finch

Publications:

French, B.F., and Finch, W. (2013). Extensions Of Mantel–Haenszel For Multilevel DIF Detection. *Educational and Psychological Measurement*, 73(4): 648-671.

R305D110018

[Addressing Practical Problems in Achievement Gap Estimation: Nonparametric Methods for Censored Data](#)

Stanford University

Reardon, Sean

Andrew Ho (Harvard University)

Related IES Projects: [The Effects of Racial School Segregation on the Black-White Achievement Gap](#) (R205A070377)

Publications:

Ho, A.D., and Reardon, S.F. (in press). Estimating Achievement Gaps From Test Scores Reported In Ordinal “Proficiency” Categories. *Journal Of Educational and Behavioral Statistics*.

R305D110024

Multilevel Synthesis of Single-Case Experimental Data: Further Developments and Empirical Validation

Katholieke Universiteit Leuven

Noortgate, Wim Van den

Tasha Beretvas (University of Texas-Austin) and John Ferron (University of South Florida)

Publications:

Moeyaert, M., Ugille, M., Ferron, J., Beretvas, S., and Van Den Noortgate, W. (in press). Three-Level Analysis Of Single-Case Experimental Data: Empirical Validation. *Journal Of Experimental Education*.

Moeyaert, M., Ugille, M., Ferron, J., Beretvas, S., and Van Den Noortgate, W. (2013). Modeling External Events In The Three-Level Analysis Of Multiple Baseline Across-Participants Designs: A Simulation Study. *Behavior Research Methods*, 45(2): 547-559.

Rindskopf, D., and Ferron, J. (In Press). Using Multilevel Models To Analyze Single-Case Design Data. In T. R. Kratochwill and J.R. Levin (Eds.) *Single-Case Intervention Research: Methodological and Data-Analysis Advances*. American Psychological Association.

Ugille, M., Moeyaert, M., Beretvas, N., Ferron, J., and Van Den Noortgate, W. (2012). Multilevel Meta-Analysis Of Single-Subject Experimental Designs: A Simulation Study. *Behavior Research Methods*, 44: 1244-1254.

Ugille, M., Moeyaert, M., Beretvas, N., Ferron, J., and Van Den Noortgate, W. (in press). Bias Corrections For Standardized Effect Size Estimates Used With Single-Subject Experimental Designs. *Journal Of Experimental Education*.

R305D110027

Psychometric Models for 21st Century Educational Survey Assessments

Educational Testing Service

Rijmen, Frank

Matthias Von Davier

Publications:

Jeon, M., Rijmen, F., and Rabe-Hesketh, S. (2013). Modeling Differential Item Functioning Using A Generalization Of The Multiple-Group Bifactor Model. *Journal Of Educational and Behavioral Statistics*, 38(1): 32-60.

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R305D110032

State-specific Design Parameters for Designing Better Evaluation Studies

National Opinion Research Center (NORC)

Hedges, Larry

Eric Hedberg

Publications:

Hedges, L.V., Hedberg, E.C., and Kuyper, A.M. (2012). The Variance Of Intraclass Correlations In Three- and Four-Level Models. *Educational and Psychological Measurement*, 72(6): 893-909.

R305D110037

Sensitivity Analysis—If We're Wrong, How Far Are We from Being Right?

New York University

Hill, Jennifer

Marc Scott

Publications:

Hill, J., and Su, Y.-S. (in press). Assessing Lack Of Common Support In Causal Inference Using Bayesian Nonparametrics: Implications For Evaluating The Effect Of Breastfeeding On Children's Cognitive Outcomes. *Annals Of Applied Statistics*.

R305D110046

Approaches for Weighting and Estimation of Public-release Education Data using Two-level Covariance Structure Models

University of Maryland, Baltimore County

Stapleton, Laura

Grant Transferred to: University of Maryland, College Park, Award Number R305D110050

Publications:

Stapleton, L.M. (2012). Evaluation Of Conditional Weight Approximations For Two-Level Models. *Communications in Statistics: Simulation and Computation*, 4: 182-204.

2012

R305D120004

Hierarchical Network Models for Education Research

Carnegie Mellon University

Junker, Brian

Publications:

R305D120005

[Matching Strategies for Observational Studies with Multilevel Data in Educational Research](#)

University of Wisconsin, Madison
Steiner, Peter
Jee-Seon Kim

Publications:

R305D120006

[Assessing the Fit of the Statistical Model Used in the National Assessment of Educational Progress](#)

Education Testing Service
Sinharay, Sandip
Matthew Johnson (Teachers College)

Publications:

R305D120020

[Weighting Methods for Mediation Analysis in Experimental and Quasi-Experimental Multilevel Data](#)

National Opinion Research Center (NORC)
Hong, Guanglei

Publications:

2013

R305D130033

[Accessible Methodology and User-Friendly Software for Multivariate Hierarchical Models Given Incomplete Data](#)

Virginia Commonwealth University
Shin, Yongyun
Steve Raudenbush (University of Chicago)

Related IES Projects: [Development of Accessible Methodologies and Software in Hierarchical Models with Missing Data](#) (R305D090022)

Publications:

TEACHER QUALITY: MATHEMATICS AND SCIENCE EDUCATION

2003

R305M030154

[Algebra Learning for All \(ALFA\)](#)

LessonLab, Inc.
Stigler, James

Publications:

Santagata, R. (2009). [Designing Video-Based Professional Development For Mathematics Teachers In Low-Performing Schools](#). *Journal Of Teacher Education, Theme Issue: Innovative Uses Of Technology In Teacher Education*, 60(1): 38–51.

Santagata, R., Kersting, K., Givvin, K., and Stigler, J.W. (2011). [Problem Implementation As A Lever For Change: An Experimental Study Of The Effects Of A Professional Development Program On Students' Mathematics Learning](#). *Journal For Research On Educational Effectiveness*, 4(1): 1-24.

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2004

R305M040127

[Algebra Connections: Teacher Education in Clear Instruction and Responsive Assessment of Algebra Patterns and Problem Solving](#)

DePaul University
Radner, Barbara

Project Website: <http://teacher.depaul.edu/AlgebraConnections.html>

Publications:

R305M040156

[The Relationship Between Mathematics Teachers' Content Knowledge and Students' Mathematics Achievement: Exploring the Predictive Validity of the Praxis Series Middle School Mathematics Test](#)

Educational Testing Service
Tannenbaum, Richard

Publications:

Gitomer, D.H., Brown, T.L., and Bonett, J. (2011). Useful Signal or Unnecessary Obstacle? The Role of Basic Skills Tests in Teacher Preparation. *Journal of Teacher Education*, 62(5), 431-445.

2005

R305M050005

[Utah's Improving Science Teacher Quality Initiative](#)

University of Cincinnati
Johnson, Carla
Jamison Fargo (Utah State University)

Publications:

Johnson, C.C., and Sherry Marx (2009). [Transformative Professional Development: A Model for Urban Science Education Reform](#). *Journal of Science Teacher Education*, 20(2): 113–134.

Johnson, C.C. (2010). Transformative Professional Development for In-Service Teachers: Enabling Change in Science Teaching to Better Meet the Needs of Hispanic ELL Students. In Sunal, D.W., Sunal, D.S., Mantero, M., and Wright, E. (Eds.), *Teaching Science with Hispanic ELLs in K–16 Classrooms*. (pp 233–252). Charlotte, NC: Information Age Publishing.

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Jennings-Bolshakova, V.L., Johnson, C.C., and Czerniak, C.M. (2011). [“It Depends on What Science Teacher You Got”](#): [Urban Science Self-Efficacy: Teacher and Student Voices](#). *Cultural Studies of Science Education*, 6(4): 961-997.

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R305M050023

[Replication and Outcomes of the Teaching SMART® Program in Elementary Science Classrooms](#)

University of South Florida
Borman, Kathryn
Kim Davis (District School Board of Pasco County) and Sherri Steffen (Teaching SMART and Girls Inc., Rapid City)

Publications:

R305M050060

[Assessing the Potential Impact of a Professional Development Program in Science on Head Start Teachers and Children](#)

Education Development Center, Inc.
Clark-Chiarelli, Nancy
Jess Gropen

Project Website: <http://ccf.edc.org/Projects/projDetail.asp?projID=3641>

IES Related Project: [Assessing the Efficacy of a Comprehensive Intervention in Physical Science on Head Start Teachers and Children](#) (R305A090114)

Publications:

R305M050064

[Mentoring Teachers through Pedagogical Content Knowledge Development](#)

Allegheny Singer Research Institute
Hall-Stoodley, Luanne

Publications:

R305M050109

[Evolving Inquiry: An Experimental Test of a Science Instruction Model for Teachers in Rural, Culturally Diverse Schools](#)

University of Nebraska
Doll, Elizabeth
Ron Bonnstetter, Roger Bruning, Christy Horn

Publications:

R305M050226

[Comparing the Efficacy of Three Approaches to Improving Teaching Quality in Science Education: Curriculum Implementation, Design, and Adaptation](#)

SRI International
Penuel, William R

Project Website: <http://ctl.sri.com/projects/displayProject.jsp?Nick=tides>

Publications:

Penuel, W.R., and Gallagher, L.P. (2009). Preparing Teachers To Design Instruction For Deep Understanding In Middle School Earth Science. *Journal Of The Learning Sciences*, 18(4): 461-508.

R305M050270

Investigating the Efficacy of a Professional Development Program in Classroom Assessment for Middle School Reading and Mathematics

South Carolina Department of Education
Schneider, Christina

Publications:

2006

R305M060057

Using Video Clips of Classroom Instruction as Item Prompts to Measure Teacher Knowledge of Teaching Mathematics: Instrument Development and Validation

University of Arizona
Kersting, Nicole

Publications:

Kersting, N. (2008). [Using Video Clips as Item Prompts to Measure Teachers' Knowledge of Teaching Mathematics](#). *Educational and Psychological Measurement*, 68: 845–886.

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R305M060065

Integrating Science and Diversity Education: A model of Pre-Service Elementary Teacher Preparation

University of California, Berkeley
Tharp, Roland

Publications:

Bravo, M.A. (2011). Leveraging Spanish-Speaking Els Native Language To Access Science. National Clearinghouse For English Language Acquisition 3, 21–23.

Stoddart, T., Solís, J.L., Tolbert, S., and Bravo, M.A. (2010). A Framework For The Effective Science Teaching Of English Language Learners In Elementary Schools. In D. W. Sunal, C. S. Sunal and E. L. Wright (Eds.), *Teaching Science With Hispanic Ells In K–16 Classrooms* (Vol. Research In Science Education, pp.151–182). Charlotte, NC.: Information Age Publishing.

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2007

R305A070063

The Efficacy of the Responsive Classroom Approach for Improving Teacher Quality and Children's Academic Performance

University of Virginia

Rimm-Kaufman, Sara

Publications:

Hulleman, C.S., Rimm Kaufman, S.E., and Abry, T. (In Press). Whole Part Whole: Construct Validity, Measurement, and Analytical Issues For Intervention Fidelity Assessment In Education Research.

Merritt, E., Rimm Kaufman, S.E., Berry, R.Q., Walkowiak, T., and Ottmar, E.M. (2010). A Reflection Framework For Teaching Mathematics. *Teaching Children Mathematics*, 17(4): 238-248.

Ottmar, E.R., and Walkowiak, T.A. (2011). Social Emotional Learning In The Mathematics Classroom. *Social and Emotional Learning Newsletter From The American Educational Research Association*, 5(1): 67.

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R305A070237

Improving the Mathematical Content Base of Lesson Study: Design and Test of Two Research-Based Toolkits

Mills College

Lewis, Catherine

Publications:

R305B070233

Understanding Science: Improving Achievement of Middle School Students in Science

WestED

Schneider, Steve

Program Website: <http://www.wested.org/understandingscience>, <http://www.wested.org/mss>

Publications:

Daehler, K. R., Folsom, J., and Shinohara, M. (2011). *Making Sense of SCIENCE: Energy for Teachers of Grades 6-8*. San Francisco, CA: WestEd.

Daehler, K. R., Shinohara, M., and Folsom, J. (2011). *Making Sense of SCIENCE: Force & Motion for Teachers of Grades 6-8*. WestEd.

Shinohara, M. and Daehler, K.R. (2008). Understanding Science: The Role of Community in Content Learning. In A. Lieberman and L. Miller (Eds.), *Teachers in Professional*.

R305B070443

Effect of the SUN Teacher Workshop on Student Achievement

Milwaukee School of Engineering

Batiza Ann

Project Website: http://www.msOE.edu/academics/research_centers/sun/

Publications:

Batiza, A.F., Gruhl, M., Zhang, B., Harrington, T., Roberts, M., LaFlamme, D., Haasch, M.A., Knopp, J., Vogt, G., Goodsell, D., Hagedorn, E., Marcey, D., Hoelzer, M., and Nelson, D. (2013). The Effects of the SUN Project on Teacher Knowledge and Self-Efficacy Regarding Biological Energy Transfer Are Significant and Long-Lasting: Results of a Randomized Controlled Trial. *CBE—Life Sciences Education*, 12: 287–305.

2008

R305A080078

Leadership for Integrated Middle-School Science (LIMSS)

University of South Florida

Potter, Robert

Dana Zeidler (University of South Florida) and Andi Ringer (Hillsborough County Public Schools)

Publications:

R305A080692

Education Research - BioBridge Teacher Quality

University of California, San Diego

Thompson, Loren

Program Website: <http://sciencebridge.ucsd.edu/>

Publications:

Rios, A.C. and French, G. (2011). Introducing Bond-Line Organic Structures in High School Biology: An Activity That Incorporates Pleasant-Smelling Molecules. *Journal of Chemistry Education*. 88: 954–959.

2009

R305A090145

[INSPIRE: Urban Teaching Fellows Program](#)

University of Cincinnati

Johnson, Carla

Publications:

Johnson, C.C., (2011). Defining Turbulence In STEM Educational Reform, In Johnson, C.C. (Ed.) *Secondary STEM Educational Reform*, Palgrave Macmillan.

Johnson, C.C., (2011). Targeting Turbulence: Lessons Learned—Potential Solutions To Challenges, In Johnson, C.C. (Ed.) *Secondary STEM Educational Reform*, Palgrave Macmillan.

Johnson, C.C. (2011). The Road To Culturally Relevant Science: Exploring How Teachers Navigate Change In Pedagogy. *Journal Of Research In Science Teaching*, 48(2): 170-198.

Johnson, C.C., and Fargo, J.D. (2010). Urban School Reform Enabled By Transformative Professional Development: Impact On Teacher Change and Student Learning Of Science. *Urban Education*, 45(1): 4-29.

2010

R305A100047

[Linear Functions for Teaching: An Efficacy Study of Learning and Teaching Linear Functions](#)

WestEd

Schneider, Steve

Publications:

R305A100091

[Accessible Professional Development for Teaching Aquatic Science Inquiry](#)

University of Hawaii

Duncan, Kanesa

Publications:

Duncan S.K., Philippoff, J., Kaupp, L., and Vallin, L. (2012) Metacognition As Means to Increase the Effectiveness of Inquiry-based Science Education. *Science Education International*, 23(4): 366-382.

R305A100176

[A Practice-Based Approach to Professional Development in Science in Urban Elementary and Middle Schools](#)

Technical Education Research Centers, Inc.

Rosebery, Ann

Publications:

R305A100178

[Making Room for Student Thinking: Using Automated Feedback, Video-Based Professional Development, and Evidence-Based Practice Recommendations to Improve Mathematical Discussion](#)

University of Michigan

Miller, Kevin

Publications

R305A100445

[Using Data to Inform Decisions: How Teachers Use Data to Inform Practice and Improve Student Performance in Mathematics](#)

CAN Corporation

Cavalluzzo, Linda

Publications:

R305A100454

Making Middle School Mathematics Accessible for All Students

WestED

Hauk, Shandy

Project Website: <http://mas.wested.org>

Publications

R305A100623

Developing Mathematics Teaching through Focused Collaborative Assessment of Practice

University of Michigan

Moss Pamela

Publications:

Oslund, J.A. (2012). Stories of mathematical problem solving in professional learning communities. In L.R. Van Zoest, J.J. Lo, and J.L. Kratky (Eds.), *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, MI: Western Michigan University, November 1-4, 2012.

2011

R305A110285

Understanding Life Science: Improving Student Achievement by Deepening Teacher Content and Pedagogical Content Knowledge in Ways That Transform Instructional Practice

WestED

Schneider, Steve

Jerome Shaw and Kirsten Daehler

Project Website: <http://wested.org/us4t>

Publications:

R305A110392**[Learning to Use Formative Assessment in Mathematics with the Assessment Work Sample Method \(AWSM\)](#)**

Mid-continent Research for Education and Learning (McREL)

Beesley, andrea

Kathleen Dempsey and Anne Tweed

Project Website: <https://sites.google.com/site/awsmmath>

Publications:

R305A110451**[Learning and Teaching Algebra \(LTA\)](#)**

Education Development Center, Inc.

Cuoco, Albert

Jess Gropen

Publications:

R305A110491**[Japanese Structured Problem-Solving As a Resource for U.S. Elementary Mathematics Teachers: Program Development and Testing](#)**

Mills College

Lewis, Catherin

Rebecca Perry

Related IES Projects: [Focused and Coherent Elementary Mathematics: Japanese Curriculum Resources for U.S. Teachers](#) (R305A110500)

Publications:

R305A110515**[Making Sense of SCIENCE: Efficacy Study of a Professional Development Series for Middle School Science Teachers](#)**

WestEd

Schneider, Steve

Kirsten Daehler (WestEd) and Joan Heller (Heller Research Associates)

Project Website: <http://we-msspdstudy.weebly.com/>

Publications:

TEACHER QUALITY: READING AND WRITING

2003

R305M030052

[Teacher Quality Study: An Investigation of the Impact of Teacher Study Groups as a Means to Enhance The Quality of Reading Instruction for First Graders in High Poverty Schools in Two States](#)

RG Research Group DBA Instructional Research Group
Gersten, Russell

Related IES Projects: [Impact of Teacher Study Groups as Observed Teaching Practice and Student Vocabulary Knowledge: A Multi-Site Randomized Control Trial in First Grade](#) (R305A090294)

Publications:

Dimino, J., and Taylor, M.J. (2009). *Learning How to Improve Vocabulary Instruction Through Teacher Study Groups*. Baltimore, MD: Paul H. Brookes.

Gersten, R., and Dimino, J.A. (2006). RTI (Response To Intervention): Rethinking Special Education For Students With Reading Difficulties (Yet Again). *Reading Research Quarterly*, 41(1): 99-108.

Gersten, R., Dimino, J., and Jayanthi, M. (2007). Towards the Development of a Nuanced Classroom Observational System for Studying Comprehension and Vocabulary Instruction. In B. Taylor and J. Ysseldyke (Eds.), *Educational Interventions for Struggling Readers* (pp. 381–425). New York, NY: Teachers College Press.

Gersten, R., Dimino, J., Jayanthi, M., Kim, J., and Santoro, L. (2010). [Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms](#). *American Educational Research Journal*, 47(3): 694-739.

R305M030090

[Identifying Key Components of Effective Professional Development in Reading for First-Grade Teachers and Their Students](#)

University of Michigan
Carlisle, Joanne F.

Publications:

Carlisle, J.F., Cortina, K.S., and Katz, L.A. (2011). [First-Grade Teachers Response to Three Models of Professional Development in Reading](#). *Reading and Writing Quarterly*, 27(3): 212-238.

Carlisle, J.F., and Berebitsky, D. (2011). [Literacy Coaching as a Component of Professional Development](#). *Reading and Writing: An Interdisciplinary Journal*, 24(7): 773-800.

R305M030099

Mastering Reading Instruction: A Professional Development Project for First Grade Teachers

Haskins Laboratories
Brady, Susan

Project Website: <http://www.haskins.yale.edu/mrin/press.html>.

Publications:

Brady, S., Gillis, M., Smith, T., Lavalette, M., Liss-Bronstein, L., Lowe, E., North, W., Russo, E., and Wilder, T.D. (2009). [First Grade Teachers' Knowledge of Phonological Awareness and Code Concepts: Examining Gains From an Intensive Form of Professional Development](#). *Reading and Writing: An Interdisciplinary Journal*, 22(4): 425–455.

2004

R305M040032

Improving Teacher Quality to Address the Language and Literacy Skills of Latino Children in Pre-Kindergarten Programs

University of North Carolina, Chapel Hill
Buysse, Virginia

Publications:

Buysse, V., Castro, D.C., and Peisner-Feinberg, E. (2010). [Effects of a Professional Development Program on Classroom Practices and Outcomes for Latino Dual Language Learners](#). *Early Childhood Research Quarterly*, 25(1): 94–206.

Castro, D.C., Peisner-Feinberg, E., and Buysse, V. (2010). Language and Literacy Development in Latino Dual Language Learners: Promising Instructional Practices. In O. Saracho and B. Spodek (Eds.), *Language and Cultural Diversity in Early Childhood Education* (pp. 65–93). Charlotte, NC: Information Age.

Castro, D.C., Pérez, M., Dickinson, D., and Frede, E. (2011). Promoting Language and Literacy in Dual Language Learners: Research, Practice and Policy. *Child Development Perspectives*, 5(1):15-21.

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R305M040086

Can Literacy Professional Development be Improved with Web-based Collaborative Learning Tools: A Randomized Field Trial

University of Chicago
Bryk, Anthony

Publications:

Atteberry, A., and Bryk, A.S. (2010). Analyzing the Role of Social Networks in School-Based Professional Development Initiatives. In A.J. Daly (Ed.), *The Ties of Change: Social Network Theory and Application in Education*. Cambridge, MA: Harvard Press.

Atteberry, A., Bryk, A.S., and Walker, L. (2011). [Analyzing Teacher Engagement in Literacy Coaching Activities](#). *Elementary School Journal*, 112(2): 356-382.

Biancarosa, G., Bryk, A.S., and Dexter, E. (2010). [Assessing the Value-added Effects of Literacy Collaborative Professional Development on Student Learning](#). *Elementary School Journal*, 111(1): 7-34.

R305M040121

Assessing Teacher Effectiveness: How Can We Predict Who Will Be a High Quality Teacher?

Florida State University
Harris, Douglas

Publications:

Harris, D. (2008). [The Policy Uses and Policy Validity of Value-Added and Other Teacher Quality Measures](#). In D.H. Gitomer (Ed.), *Measurement Issues and the Assessment of Teacher Quality*. (pp. 99-130). Thousand Oaks, CA: SAGE Publications.

Harris, D., and Rutledge, S. (2010). [Models and Predictors of Teacher Effectiveness: A Review of the Evidence with Lessons from \(and for\) Other Occupations](#). *Teachers College Record*, 112(3): 914-960.

Harris, D., and Sass, T. (2007). [Teacher Training, Teacher Quality, and Student Achievement](#). National Center for the Analysis of Longitudinal Data in Education Research (CALDER). Working Paper #3. Washington, DC: Urban Institute.

Rutledge, S., and Harris, D. (2008). [Certify, Blink, Hire: An Examination of the Process and Tools of Teacher Selection](#). *Leadership and Policy in Schools*, 7(3): 237-263.

R305M040167

Professional Development in Early Reading (Classroom Links to Early Literacy)

Purdue University
Powell, Douglas

Related IES Projects: [Classroom Links to Vocabulary and Phonological Sensitivity Skills](#) (R305B070605)

Publications:

Diamond, K.E., Gerde, H.K., and Powell, D.R. (2008). [Development in Early Literacy Skills during the Pre-Kindergarten Year in Head Start: Relations between Growth in Children's Writing and Understanding of Letters](#). *Early Childhood Research Quarterly*, 23: 467-478.

Douglas R.P. and Diamond, K.E. (2011). Improving the Outcomes of Coaching-Based Professional Development Interventions. In D. K. Dickinson and S. B. Neuman (Eds.), *Handbook of Early Literacy Research: Vol. 3* (pp. 295-307). New York, NY: Guilford.

Gerde, H.K., and Powell, D.R. (2009). [Teacher Education, Book-Reading Practices, and Children's Language Growth across One Year of Head Start](#). *Early Education and Development*, 20(2): 211-237.

Powell, D.R., Diamond, K.E., and Koehler, M.J. (2010). [Use of a Case-Based Hypermedia Resource in an Early Literacy Coaching Intervention with Pre-Kindergarten Teachers](#). *Topics in Early Childhood Special Education*, 29(4): 239–249.

Powell, D.R., Diamond, K.E., Bojczyk, K.E., and Gerde, H.K. (2008). Head Start Teachers' Perspectives on Early Literacy. *Journal of Literacy Research*, 40: 422–460.

Powell, D. R., Diamond, K. E., Burchinal, M. R., and Koehler, M.J. (2010). Effects Of An Early Literacy Professional Development Intervention On Head Start Teachers and Children. *Journal Of Educational Psychology*, 102(2): 299-312

R305M040186

[Teacher Licensure Tests and Student Achievement](#)

RAND Corporation

Buddin, Richard

Publications:

Buddin, R. and Zamarro, G. (2009). Teacher Qualifications and Student Achievement in Urban Elementary Schools, *Journal of Urban Economics*, 66(2): 103–115.

2005

R305M050003

[Connecting Primary Grade Teacher Knowledge to Primary Grade Student Achievement: Developing the Evidence-Based Reading/Writing Teacher Knowledge Assessment System](#)

Utah State University

Reutzel, D. Ray

Janice A. Dole (University of Utah)

Publications:

Reutzel, D. R., Dole, J. A., Read, S., Fawson, P., Herman, K., Jones, C. D., ... and Fargo, J. (2011). Conceptually and Methodologically Vexing Issues in Teacher Knowledge Assessment. *Reading & Writing Quarterly*, 27(3), 183-211.

R305M050021

[Teaching Teachers to Teach Critical Reading Strategies \(CREST\) through an Intensive Professional Development Model](#)

University of Texas, San Antonio

Sailors, Misty W.

Janis Harmon

Publications:

Sailors, M. (2007). Supporting Teachers Through an Intensive Professional Development Model. In *Supporting Student Success*. Corpus Christi, TX: CEDER Yearbook.

Sailors, M. (2008). Improving Comprehension Instruction through Quality Professional Development. In S.E. Israel and G.G. Duffy (Eds.), *Handbook of Research on Reading Comprehension*. Mahwah, NJ: Erlbaum.

Sailors, M. and Price, L. (2010). [Professional Development That Supports The Teaching Of Cognitive Reading Strategy Instruction](#). *The Elementary School Journal*, 110(3): 301–322.

R305M050026

[Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy](#)

Education Development Center, Inc.
Clark-Chiarelli, Nancy

Project Website: <http://ccf.edc.org/Projects/projDetail.asp?projID=3662>

Publications:

R305M050031

[A Randomized Controlled Study of the Efficacy of Reading Apprenticeship Professional Development for High School History and Science Teaching and Learning](#)

WestEd
Greenleaf, Cynthia
Steve Schneider (WestED) and Joan Herman (UCLA)

Publications:

Schoenbach, R., Greenleaf, C., and Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. John Wiley & Sons.

R305M050086

[Embedded Classroom Multimedia: Improving Implementation Quality and Student Achievement in a Cooperative Writing Program](#)

Success for All Foundation
Madden, Nancy A

Publications:

Madden, N. A., Slavin, R. E., Logan, M., and Cheung, A. (2011). Effects of Cooperative Writing with Embedded Multimedia: A Randomized Experiment. *Effective Education*, 3(1), 1-9.

Slavin, R.E., Madden, N.A., Chambers, B., and Haxby, B. (2009). *2 Million children: Success for All (2nd ed.)*. Thousand Oaks, CA US: Corwin Press.

R305M050087

Assessment of Pedagogical Knowledge of Teachers of Reading

Regents of the University of Michigan

Carlisle, Joanne F.

Brian Rowan

Publications:

Carlisle, J.F., Kelcey, B., Berebitsky, D., and Phelps, G. (2011). [Embracing the Complexity of Instruction: a Study of the Effects of Teachers' Instruction on Students' Reading Comprehension](#). *Scientific Studies of Reading*, 15(5):409-439.

Kelcey, B. (2011). Assessing The Effects Of Teachers' Reading Knowledge On Students' Achievement Using Multilevel Propensity Score Stratification. *Educational Evaluation and Policy Analysis*, 33(4): 458-482.

R305M050121

Enhancing the Quality of Expository Text Instruction through Content and Case-Situated Professional Development

Texas A and M University

Simmons, Deborah

William Rupley (Texas A&M University) and Sharon Vaughn (University of Texas – Austin)

Publications:

Hairrell, A., Rupley, W.H., and Simmons, D. (2011). The State Of Vocabulary Research. *Literacy Research and Instruction*, 50(4): 253-271.

Hairrell, A., Rupley, W.H., Edmonds, M., Larsen, R., Simmons, D., Willson, V., and ... Vaughn, S. (2011). Examining The Impact Of Teacher Quality On Fourth-Grade Students' Comprehension and Content-Area Achievement. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 27(3): 239-260.

Simmons, D., Hairrell, A., Edmonds, M., Vaughn, S., Larsen, R., Willson, V., Rupley, W.H., and Byrns, G. (2010). A Comparison Of Multiple-Strategy Methods: Effects On Fourth-Grade Students' General and Content-Specific Reading Comprehension and Vocabulary Development. *Journal Of Research On Education Effectiveness*, 3(2): 121-156.

R305M050122

Identifying the Conditions Under which Large Scale Professional Development Policy Initiatives are Related to Teacher Knowledge, Instructional Practices, and Student Reading Outcomes

Florida State University

Roehrig, Alysia D.

Mary Brownell (University of Florida), Christopher Schatschneider (Florida State University), and Joseph Torgesen (Florida State University)

Publications:

Roehrig, A.D., Turner, J.E., Grove, C.M., Schneider, N., and Liu, Z. (2009). [Degree of Alignment Between Beginning Teachers' Practices and Beliefs About Effective Classroom Practices](#). *The Teacher Educator*, 44: 164–187.

Roehrig, A.D., Duggar, S.W., Moats, L., Glover, M., and Mincey, B. (2008). [When Teachers Work to Use Progress Monitoring Data to Inform Literacy Instruction: Identifying Potential Supports and Challenges](#). *Remedial and Special Education*, 29: 364–382.

Roehrig, A.D., Bohn, C.M., Turner, J.E., and Pressley, M. (2008). [Mentoring Beginning Primary Teachers for Exemplary Teaching Practices](#). *Teaching and Teacher Education*, 24: 684–702.

2006

R305W060016

[The Pathway Project: A Cognitive Strategies Approach to Reading and Writing Instruction for Teachers of Secondary English Language Learners](#)

University of California, Irvine

Olson, Carol

Publications:

Kim, J.S., Olson, C.B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D., Collins, P., and Land, R.E. (2011). [A Randomized Experiment of a Cognitive Strategies Approach to Text-Based Analytical Writing for Mainstreamed Latino English Language Learners in Grades 6 to 12](#). *Journal of Research on Educational Effectiveness*, 4(3): 231-263.

Olson, C.B., Kim, J.S., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D.A., Collins, P., and Land, R.E. (2012). [Enhancing the Interpretive Reading and Analytical Writing of Mainstreamed English Learners in Secondary School: Results from a Randomized Field Trial Using a Cognitive Strategies Approach](#). *American Educational Research Journal*, 49(2): 323-355.

R305W060024

[Enhancing Knowledge Related to Research-Based Early Literacy Instruction Among Pre-Service Teachers](#)

State University of New York, Albany

Scanlon, Donna

Publications:

Scanlon, D.M., Anderson, K.L., and Sweeney, J. M. (2010). *Early Intervention For Reading Difficulties: The Interactive Strategies Approach*. Guilford Press.

R305W060027

[Content-Focused Coaching \(SM\) for High Quality Reading Instruction](#)

University of Pittsburgh

Matsumura, Lindsay Clare

Publications:

Matsumura, L.C., Garnier, H.E., and Spybrook, J. (2012). [The Effect of Content-Focused Coaching on the Quality of Classroom Text Discussions](#). *Journal of Teacher Education*, 63(3): 214-228.

Matsumura, L., Garnier, H.E., and Spybrook, J. (2013). Literacy Coaching To Improve Student Reading Achievement: A Multi-Level Mediation Model. *Learning and Instruction, 25*: 35-48.

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R305W060064

Standards-based Differentiated ELD Instruction to Improve English Language Arts Achievement for English Language Learners

California State University Long Beach Foundation
Goldenberg, Claude

Publications:

2007

R305B070605

Classroom Links to Vocabulary and Phonological Sensitivity Skills

Purdue University
Powell, Douglas

Related IES Projects: [Professional Development in Early Reading \(Classroom Links to Early Literacy\)](#) (R305M040167)

Publications:

Baroody, A.E., and Diamond, K.E. (2013). Measures Of Preschool Children's Interest and Engagement In Literacy Activities: Examining Gender Differences and Construct Dimensions. *Early Childhood Research Quarterly, 28*(2): 291-301.

Diamond, K.E., and Powell, D.R. (2011). An Iterative Approach To The Development Of A Professional Development Intervention For Head Start Teachers. *Journal Of Early Intervention, 33*(1): 75-93

O'Leary, P.M., Cockburn, M.K., Powell, D.R., and Diamond, K.E. (2010). Head Start Teachers' Views Of Phonological Awareness and Vocabulary Knowledge Instruction. *Early Childhood Education Journal, 38*(3): 187-195.

2008

R305A080005

[The Iterative Design of Modules to Support Reading Comprehension Instruction](#)

University of Pittsburgh

Kucan, Linda

Annemarie Palincsar (University of Michigan)

Publications:

Kucan, L., and Palincsar, A.S. (2011). Text-Based Discussion: The Case of Reading. *Teacher's College Record*, 113(12): 2989–2922.

Kucan, L., Hapgood, S., and Palincsar, A.S. (2011). [Teachers' Specialized Knowledge for Supporting Student Comprehension in Text-Based Discussions](#). *Elementary School Journal*, 112(1): 61–82.

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R305A080295

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University of Michigan

Carlisle, Joanne F.

Publications:

Carlisle, J. F., Kelcey, B., Rosaen, C., Phelps, G., and Vereb, A. (2013). A Framework for Analysis of Case Studies of Reading Lessons. *Journal of Education and Training Studies*, 1(2), 224-238.

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R305A080560

[Value-Added Models and the Measurement of Teacher Quality: Tracking or Causal Effects?](#)

National Bureau of Economic Research

Rothstein, Jesse

Publications:

Rothstein, J. (2009). Student Sorting and Bias in Value-Added Estimation: Selection on Observables and Unobservables. *Education*, 4(4), 537-571.

Rothstein, J. (2010). Teacher Quality in Educational Production: Tracking, Decay, and Student Achievement. *The Quarterly Journal of Economics*, 125(1), 175-214.

2009

R305A090294

[Impact of Teacher Study Groups as Observed Teaching Practice and Student Vocabulary Knowledge: A Multi-Site Randomized Control Trial in First Grade](#)

PG Research Group DBA Instructional Research Group

Gersten, Russell

Related IES Projects: [Teacher Quality Study: An Investigation of the Impact of Teacher Study Groups as a Means to Enhance The Quality of Reading Instruction for First Graders in High Poverty Schools in Two States](#) (R305M030052)

Publications:

2010

R305A100641

[Validation of an Assessment of Teacher Knowledge of Beginning Reading Instruction](#)

American Institutes for Research

Salinger, Terry

Publications:

R305A100654

[The Targeted Reading Intervention: A Web-Based Professional Development Program Targeting K-1 Classroom Teachers and their Struggling Readers](#)

University of North Carolina, Chapel Hill

Vernon-Feagans, Lynne

Related IES Projects: [National Research Center on Rural Education Support](#) (R305A040056)

Publications:

2011

R305A110864

[Improving the Quality of English Language Arts Teaching through the Use of an Observation Protocol](#)

Board of Trustees of the Leland Stanford Junior University

Grossman, Pamela

Susan O'Hara and Susanna Loeb

Publications:

Hill, H.C., and Grossman, P. (2013). Learning From Teacher Observations: Challenges and Opportunities Posed By New Teacher Evaluation Systems. *Harvard Educational Review*, 83(2): 371-384.

UNSOLICITED AND OTHER AWARDS

2002

R305W020002

[Scaling Up a Language and Literacy Development Program at the Pre-Kindergarten Level](#)

University of Texas Health Science Center at Houston Program

Landry, Susan H.

Publications:

Landry, S.H., Anthony, J.L., Swank, P.R., and Monseque-Bailey, P. (2009). Effectiveness of Comprehensive Professional Development for Teachers of At-Risk Preschoolers. *Journal of Educational Psychology, 101*(2): 448–465.

R305W020001

[Scaling Up an Assessment-Driven Intervention Using the Internet and Hand-held Computers](#)

Florida State University

Foorman, Barbara

Publications:

Francis, D.J., Santi, K.L., Fletcher, J.M., Varisco, A., and Foorman, B. (2008). [Form Effects On The Estimation Of Students' Oral Reading Fluency Using DIBELS](#). *Journal Of School Psychology, 46*(3): 315–342.

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R305W020003

Implementation and Impact of Reading, Mathematics and Science Interventions for Middle and High School Students in the Context of Talent Development Reforms

Johns Hopkins University
McPartland, James

Publications:

Balfanz, R., Herzog, L., and Mac Iver, D.J. (2007). Preventing Student Disengagement and Keeping Students On The Graduation Path In Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist*, 42(4): 223-235.

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Ruby, A. (2006). Improving Science Achievement At High-Poverty Urban Middle Schools. *Science Education*, 90(6): 1005-1027.

2003

R305J030120

Building Language for Literacy and Core Knowledge

Georgetown University
Ramey, Sharon

Publications:

Ramey, C.T., Ramey, S.L., and Stokes, B.R. (2009). Effective Pre-K Programs: Research Evidence About Program Dosage and Student Achievement. In R. Pianta (Ed.), *Pre-Kindergarten in the United States*. (pp. 79–105) Baltimore, MD: Paul H. Brookes Publishing.

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R305W030036

The New 3R's – Reading, Resilience, and Relationships in After-School Programs

McLean Hospital

Noam, Gil

Publications:

Pierce, M.E., Katzir, T., Wolf, M., and Noam, G.G. (2007). [Clusters of Second and Third Grade Dysfluent Urban Readers](#). *Reading and Writing*, 20 (9): 885–907.

R305W030257

Scaling-up Effective Intervention for Preventing Reading Difficulties in Young Children

Southern Methodist University

Mathes, Patricia

Carolyn Denton (University of Texas at Austin)

Publications:

Denton, C.A. (2006). Responsiveness To Intervention As An Indication Of Learning Disability. *Perspectives*, 32(1): 4–7.

Denton, C.A., and Hocker, J.K. (2006). *Responsive Reading Instruction: A Small-Group Reading Intervention For Students In Grade 1*. Longmont, CO: Sopris West.

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Curriculum Products:

Mathes, P.G., Denton, C.A., and Cuevas, A. (2008). *The Coaching Solution*. Dallas, TX: Southern Methodist University. [Web-based teacher support and professional development platform].

Denton, C.A. (2004). *The Virtual Reading Coach*. Austin, TX: University of Texas. [Web-delivered coaching program to provide coaching support to reading intervention teachers.]

2004

R305U040005

Enhanced Value-Added Models for Estimating Teacher Effects

RAND Corporation

Lockwood J.R.

Publications:

Lockwood, J.R., Mccaffrey, D.F., Hamilton, L.S., Stecher, B., Le, V., and Martinez, J. (2007). The Sensitivity Of Value-Added Teacher Effect Estimates To Different Mathematics Achievement Measures. *Journal Of Educational Measurement*, 44(1): 47-67.

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R305U040006

Society for the Advancement of Education Sciences: A proposal for a new scientific organization

Cornell University

Constas, Mark

Larry Hedges (Northwestern University)

Project Website: <http://www.sree-net.org/>

Publications:

R305U040007

Representation and Combination of the Results of Multi-site Randomized Experiments in Education

Northwestern University

Hedges, Larry

Publications:

Hedges, L.V. (2007). [Correcting A Significance Test For Clustering](#). *Journal Of Educational and Behavioral Statistics*, 32(2): 151-179.

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2005

R305U050002

[A One-Year Follow-Up Of Evidence-Based Early Reading Intervention Provided By Kindergarten and First Grade Teachers](#)

Syracuse University

Blachman, Benita

Christopher Schatschneider

Publications:

2006

R305U060002

[Assessing Intervention Fidelity in Randomized Field Experiments \(RFTs\)](#)

Vanderbilt University

Cordray, David S.

Publications:

Nelson, M.C., Cordray, D.S., Hulleman, C.S., Darrow, C.L., and Sommer, E.C. (2012). A Procedure For Assessing Intervention Fidelity In Experiments Testing Educational and Behavioral Interventions. *The Journal Of Behavioral Health Services and Research*, 39(4): 374-396.

R305U060003

[Estimation of Teacher Effects](#)

University of Washington

Goldhaber, Dan

Bethany Gross

Publications:

R305U060004

[Psychometrics and Value Added Modeling](#)

American Institutes for Research

Doran, Harold

Publications:

R305U060005

Collaborative Research in Urban Education

Council of Great City Schools

Casserly, Michael

Jason Snipes

Publications:

2007

R305U070001

Awards for Research in Cognition and Student Learning

University of Illinois

Wiley, Jennifer

Publications:

Salden, R., Alevan, V., Renkly, A., and Schwonke, R. (2008). Worked Examples and Tutored Problem Solving: Redundant or Synergistic Forms of Support. In C. Schunn (Ed.), *Proceedings of the Annual Meeting of the Cognitive Science Society*. New York, NY: Lawrence Erlbaum.

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Ramskar, M. (2011). How Children Learn to Value Numbers: Information Structure and the Acquisition of Numerical Understanding. In L. Carlson, C. Hoelscher, and T.F. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 2514-2519). Austin, TX: Cognitive Science Society.

Jamalian, A. (2012). Gestures Alter Thinking About Time. In N. Miyake, D. Peebles, and R.P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 503-508). Austin, TX: Cognitive Science Society.

R305U070002

Assessing Reading in the 21st Century Conference: Aligning and Applying Advances in the Reading and Measurement Sciences

Educational Testing Service

Sabatini, John

Publications:

Sabatini, J.P., O'Reilly, T., and Albro, E.R. (2012). *Reaching an Understanding: Innovations in How we View Reading Assessment*. Rowman and Littlefield.

Sabatini, J.P., Albro, E.R., and O'Reilly, T. (2012). *Measuring Up: Advances in How We Assess Reading Ability*. Rowman and Littlefield Education.

R305U070003

Improving Best Quasi-Experimental Practice

Northwestern University

Cook, Thomas

Publications:

Cook, T.D. (2008). Waiting For Life To Arrive: A History Of The Regression-Discontinuity Design In Psychology, Statistics and Economics. *Journal Of Econometrics*, 142(2): 636–654.

Cook, T.D., Scriven, M., Coryn, C.L.S., and Evergreen, S.D.H. (2010). [Contemporary Thinking About Causation In Evaluation: A Dialogue With Tom Cook and Michael Scriven](#). *American Journal Of Evaluation*, 31(1): 105–117.

Cook, T.D., and Steiner, P.M. (2010). [Case Matching and The Reduction Of Selection Bias In Quasi-Experiments: The Relative Importance Of Covariate Choice, Unreliable Measurement and Mode Of Data Analysis](#). *Psychological Methods*, 15(1): 56–68.

Cook, T.D., and Steiner, P.M. (2009). Some Empirically Viable Alternatives To The Randomized Experiment. *Journal Of Policy Analysis and Management*, 28(1):165–166.

Cook, T.D., Steiner, P.M., and Pohl, S. (2009). Assessing How Bias Reduction Is Influenced By Covariate Choice, Unreliability and Data Analytic Mode: An Analysis Of Different Kinds Of Within-Study Comparisons In Different Substantive Domains. *Multivariate Behavioral Research*, 44: 828-847.

Cook, T.D., and Wong, V.C. (2008). Empirical Tests Of The Validity Of The Regression Discontinuity Design. *Annales D' Economie Et De Statistique*.

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Pohl, S., Steiner, P.M., Eisermann, J., Soellner, R., and Cook, T.D. (2009). [Unbiased Causal Inference From An Observational Study: Results Of A Within-Study Comparison](#). *Educational Evaluation and Policy Analysis*, 31(4): 463–479.

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Shadish, W.R., and Sullivan, K.J. (2012). Theories Of Causation In Psychological Science. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, K.J. Sher (Eds.), *APA Handbook Of Research Methods In Psychology, Vol 1: Foundations, Planning, Measures, and Psychometrics* (pp.23-52). Washington, DC US: American Psychological Association.

Shadish, W.R., Galindo, R., Wong, V.C., Steiner, P.M., and Cook, T.D. (2011). [A Randomized Experiment Comparing Random To Cutoff-Based Assignment](#). *Psychological Methods*, 16(2): 179–191.

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Wong, V.C., Cook, T.D., Barnett, S.W., and Jung, K. (2008). [An Effectiveness-Based Evaluation Of Five State Pre-Kindergarten Programs](#). *Journal Of Policy Analysis and Management*, 27(1): 122–154.

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Wong, V.C., Wing, C., Steiner, P.M., Wong, M., and Cook, T.D. (2013). Research Designs For Program Evaluation. In J.A. Schinka, W.F. Velicer, I.B. Weiner (Eds.), *Handbook Of Psychology, Vol. 2: Research Methods In Psychology (2nd Ed.)* (pp.316-341). Hoboken, NJ US: John Wiley and Sons Inc.

R305U070004

[Latent Variable Regression Four-Level/Five-Level Hierarchical Models for Experimental/Quasi-Experimental Studies, Evaluation Studies, and Teacher and/or School Accountability](#)

University of California, Los Angeles
Baker, Eva

Publications:

R305U070006

[The Effects of Disadvantaged Schools and Neighborhoods on the Education of Low-Income Youth](#)

Northwestern University
Duncan, Greg J.

Jeffrey Kling (Brookings and National Bureau of Economic Research), Jens Ludwig (University of Chicago and National Bureau of Economic Research)

Publications:

Ludwig, J., Duncan, G.J., Gennetian, L.A., Katz, L.F., Kessler, R.C., Kling, J.R., and Sanbonmatsu, L. (2012). Neighborhood Effects On The Long-Term Well-Being Of Low-Income Adults. *Science*, 337(6101): 1505-1510.

R305U070007

[Modeling and Developing Situation Awareness in Teachers](#)

University of Michigan
Miller, Kevin

Publications:

R305U070008

[Evaluating the Impact of the Choice of Test Score Scale on the Measurement of Individual Student Growth](#)

University of Iowa
Ho, Andrew
Stephen Dunbar

Publications:

Furgol, K.E., Ho, A.D., and Zimmerman, D.L. (2010). Estimating Trends From Censored Assessment Data Under No Child Left Behind. *Educational and Psychological Measurement*, 70(5): 760-776.

Ho, A.D., Lewis, D.M., and Farris, J.L.M. (2009). [The Dependence Of Growth-Model Results On Proficiency Cut Scores](#). *Educational Measurement: Issues and Practice*, 28(4): 15-26.

R305U070009

[A Study of the Missing Data Assumptions of the Non-equivalent Groups with Anchor Test Design and Their Implications for Test Equating](#)

Educational Testing Service
Sinharay, Sandip

Publications:

2008

R305U080001

[Proposal for an RCT Training Institute](#)

Northwestern University
Hedges, Larry
Mark Lipsey and David Cordray

Publications:

R305U080002

[Representing and Combining the Results of Randomized Experiments in Education](#)

Northwestern University
Hedges, Larry

Publications:

Borenstein, M., Hedges, L.V., Higgins, J.T., and Rothstein, H.R. (2010). A Basic Introduction To Fixed-Effect and Random-Effects Models For Meta-Analysis. *Research Synthesis Methods*, 1(2): 97-111.

Hedges, L.V., Hedberg, E.C., and Kuyper, A.M. (2012). The Variance Of Intraclass Correlations In Three- and Four-Level Models. *Educational and Psychological Measurement*, 72(6): 893-909.

R305U080003

Simultaneous Statistical Inference in Evaluating Teacher Performance

RAND Corporation

Han, Bing

Publications:

R305U080004

The Continued Development of the Society for Research on Educational Effectiveness (SREE)

Northwestern University

Hedges, Larry

Mark Constas

Project Website: <http://www.sree-net.org>

Publications:

2010

R305U100001

A Three Year Proposal to conduct Two Annual Workshops on Better Quasi-Experimental Design and Analysis in Education

Northwestern University

Cook, Thomas

Publications:

R305U100002

Continued Support of SREE

Northwestern University

Hedges, Larry

Publications:

2011

R305U110001

[RCT Training Institute](#)

Michigan State University

Konstantopoulos, Spyros

Larry Hedges (Northwestern University)

Publications: