Publications Emerging From Research Funded through the National Center for Education Research as of September 30, 2009
Since 2002, the Institute of Education Sciences (IES) has funded more than 400 research grants through the National Center for Education Research. In this document we list the publications that have resulted from these projects. Publications from IES grantees include articles intended for scientific audiences, as well as articles written for general audiences. The topics span the range from basic translational research to the evaluation of state education policies. As the publishing process is dynamic, and new articles are appearing regularly, we plan to update this list at regular intervals. Please check our website periodically for updated material.
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Cognition and Student Learning

FY 2002

Institution: Carnegie Mellon University
Principal Investigator: Robert Siegler
Project Title: Using Cognitive Analyses to Improve Children's Math and Science Learning
Grant: R305H020060


Siegler, R. S.(in press). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*.


**Institution:** Columbia University  
**Principal Investigator:** Jennifer Mangels  
**Project Title:** The Influence of Students’ Intelligence Beliefs on Attention, Information Processing, and Learning: a Neurophysiological Analysis  
**Grant:** R305H020031


**Institution:** Northern Illinois University  
**Principal Investigator:** M. Anne Britt  
**Project Title:** Improving Students’ Comprehension and Construction of Arguments  
**Grant:** R305H020039


**Institution:** Northwestern University  
**Principal Investigator:** David Uttal  
**Project Title:** Learning From Symbolic Objects  
**Grant:** R305H020088


**Institution:** University of California, Los Angeles  
**Principal Investigators:** Robert Bjork and Marcia Linn  
**Project Title:** Introducing Desirable Difficulties for Educational Applications in Science  
**Grant:** R305H020113


Institution: University of California, Riverside
Principal Investigator: H. Lee Swanson
Project Title: Age-Related Changes in Word Problem Solving and Working Memory
Grant: R305H020055


**Institution:** University of California, San Diego  
**Principal Investigator:** Hal Pashler  
**Project Title:** Optimizing Resistance to Forgetting  
**Grant:** R305H020061


**FY 2003**

**Institution:** Carnegie Mellon University  
**Principal Investigator:** David Klahr  
**Project Title:** From Cognitive Models of Reasoning to Lesson Plans for Inquiry  
**Grant:** R305H030229


**Institution:** Carnegie Mellon University  
**Principal Investigator:** John Anderson  
**Project Title:** The Neural Markers of Effective Learning  
**Grant:** R305H030016


**Institution:** Columbia University  
**Principal Investigator:** Janet Metcalfe  
**Project Title:** Study Enhancement Based on Principles of Cognitive Science  
**Grant:** R305H030175


**Institution:** George Mason University  
**Principal Investigator:** Robert Pasnak  
**Project Title:** Increasing Learning by Promoting Early Abstract Thought  
**Grant:** R305H030031


**Institution**: University of California, Los Angeles  
**Principal Investigator**: Keith Holyoak  
**Project Title**: a Multidisciplinary Study of Analogical Transfer in Children’s Mathematical Learning  
**Grant**: R305H030141


**Institution**: University of Illinois at Chicago  
**Principal Investigators**: Jennifer Wiley and Keith Thiede  
**Project Title**: Improving Monitoring Accuracy Improves Learning From Text  
**Grant**: R305H030170


Institution: University of Maryland  
Principal Investigator: Thomas Wallsten (Original PI: Thomas Nelson)  
Project Title: Computer-Assisted Instruction for Learning and Long-Term Retention Based on Recent Cognitive and Metacognitive Findings  
Grant: R305H030283


Institution: Carnegie Mellon University  
Principal Investigators: Erik Reichele and Jonathan Schooler  
Project Title: Lapses in Meta-Cognition during Reading: Understanding Comprehension Failure  
Grant: R305H030235


Institution: University of Wisconsin, Madison
Principal Investigator: Arthur Glenberg
Project Title: Training Indexing to Enhance Meaning Extraction in Young Readers
Grant: R305H030266


**FY 2004**

**Institution:** Florida State University  
**Principal Investigators:** Carol M. Connor and Fred Morrison  
**Project Title:** Child Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction  
**Grant:** R305H040013


**Institution:** University of California, San Diego  
**Principal Investigator:** Hal Pashler  
**Project Title:** Optimizing Resistance to Forgetting  
**Grant:** R305H040108


**FY 2005**

**Institution:** Carnegie Mellon University  
**Principal Investigator:** Robert Siegler  
**Project Title:** Improving Children's Pure Numerical Estimation  
**Grant:** R305H050035


**Institution:** Harvard University  
**Principal Investigator:** Jon Star  
**Project Title:** Using Contrasting Examples to Support Procedural Flexibility and Conceptual Understanding in Mathematics  
**Grant:** R305H050179


**Institution:** Indiana University  
**Principal Investigator:** Robert Goldstone  
**Project Title:** Grounded and Transferable Knowledge of Complex Systems Using Computer Simulations  
**Grant:** R305H050116


Institution: Kent State University
Principal Investigator: John Dunlosky
Project Title: Supporting Efficient and Durable Student Learning
Grant: R305H050038


Institution: Northern Illinois University
Principal Investigator: Anne Britt
Project Title: Creating a Usable Environment to Teach Argument Comprehension and Production Skills
Grant: R305H050133


Institution: Northwestern University
Principal Investigator: David Uttal
Project Title: Understanding and Facilitating Symbolic Learning
Grant: R305H050059


**Institution:** Ohio State University  
**Principal Investigator:** Andrew Heckler  
**Project Title:** Scientific Misconceptions: From Cognitive Underpinning to Educational Treatment  
**Grant:** R305H050125


**Institution:** University of Chicago  
**Principal Investigator:** Sian Beilock  
**Project Title:** Improving the Assessment Capability of Standardized Tests: How High-Stakes Testing Environments Compromise Performance  
**Grant:** R305H050004


**Institution:** University of Memphis  
**Principal Investigator:** Barry Gholson  
**Project Title:** An Implementation of Vicarious Learning With Deep-Level Reasoning Questions in Middle School and High School Classrooms  
**Grant:** R305H050169


**FY 2006**

**Institution**: Carnegie Mellon University  
**Principal Investigator**: David Klahr  
**Project Title**: Training in Experimental Design: Developing Scalable and Adaptive Computer-Based Science Instruction  
**Grant**: R305H060034


**Institution**: Columbia University  
**Principal Investigator**: Janet Metcalfe  
**Project Title**: The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes  
**Grant**: R305H060161


**Institution**: University of California, Los Angeles  
**Principal Investigator**: Philip Kellman  
**Project Title**: Integrating Conceptual Foundations in Mathematics through the Application of Principles of Perceptual Learning  
**Grant**: R305H060070


**Institution**: University of Washington  
**Principal Investigator**: Deborah McCutchen  
**Project Title**: Making Meaning: Morphological Processing and Its Contribution to Adolescent and Pre-Adolescent Literacy  
**Grant**: R305H060073  

**Institution**: University of Wisconsin, Madison  
**Principal Investigator**: Martha Alibali  
**Project Title**: Does Visual Scaffolding Facilitate Students' Mathematics Learning? Evidence From Early Algebra  
**Grant**: R305H060097  


**Institution**: Vanderbilt University  
**Principal Investigator**: Gautam Biswas  
**Project Title**: A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms  
**Grant**: R305H060089  


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**Institution:** Washington University, St. Louis

**Principal Investigator:** Henry Roediger, III

**Project Title:** Test-Enhanced Learning in the Classroom

**Grant:** R305H060080


**FY 2007**

**Institution:** Boise State University  
**Principal Investigator:** Keith Thiede  
**Project Title:** Improving Metacomprehension and Self-Regulated Learning From Scientific Texts  
**Grant:** R305B070460


**Institution:** Boulder Technologies  
**Principal Investigator:** Wayne Ward  
**Project Title:** Improving Science Learning through Tutorial Dialogs  
**Grant:** R305B070434


**Institution:** Carnegie Mellon University  
**Principal Investigator:** Philip Pavlik  
**Project Title:** Bridging the Bridge to Algebra: Measuring and Optimizing the Influence of Prerequisite Skills on a Pre-Algebra Curriculum  
**Grant:** R305B070487


**Institution:** Carnegie Mellon University  
**Principal Investigator:** David Mostow  
**Project Title:** Explicit Comprehension Instruction in an Automated Reading Tutor that Listens  
**Grant:** R305B070458


Institution: George Mason University
Principal Investigator: Robert Pasnak
Project Title: An Economical Improvement in Literacy and Numeracy
Grant: R305B07542


Institution: Northern Illinois University
Principal Investigator: Keith Millis
Project Title: Acquiring Research Investigative and Evaluative Skills (ARIES) for Scientific Inquiry
Grant: R305B070349


Institution: Ohio State University
Principal Investigator: Vladimir Sloutsky
Project Title: The Role of External Representations in Learning and Transfer of Mathematical Knowledge
Grant: R305B070407


**Institution**: University of California, San Diego  
**Principal Investigator**: Harold E. Pashler  
**Project Title**: Harnessing Retrieval Practice to Enhance Learning in Diverse Domains  
**Grant**: R305B070407  


**Institution**: University of Illinois  
**Principal Investigator**: Brian Ross  
**Project Title**: Conceptual Analysis and Student Learning in Physics  
**Grant**: R305B070407  


**Institution**: University of Notre Dame  
**Principal Investigator**: Nicole McNeil
**Project Title:** Arithmetic Practice that Promotes Conceptual Understanding and Computational Fluency  
**Grant:** R305B070297


**FY 2008**

**Institution:** University of Illinois, Urbana Champaign  
**Principal Investigator:** Richard Anderson  
**Project Title:** Mindful Instruction of Nonmainstream Children  
**Grant:** R305A080347


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**Education Leadership**

**FY 2004**

**Institution:** MDRC  
**Principal Investigator:** Janet Quint  
**Project Title:** Learning From Efforts to Strengthen Educational Leadership in Urban School Districts  
**Grant:** R305E040100


**Institution:** University of Pennsylvania  
**Principal Investigator:** Jonathan Supovitz  
**Project Title:** Assessing the Impact of Principals' Professional Development: An Evaluation of the National Institute for School Leadership  
**Grant:** R305E040085


**FY 2005**
**Institution:** University of Wisconsin, Madison  
**Principal Investigator:** Anthony Milanowski  
**Project Title:** Study of Innovative School Leadership Performance Evaluation Systems  
**Grant:** R305E050135


Education Policy, Finance, and Systems

FY 2004

Institution: Empirical Education
Principal Investigator: Denis Newman
Project Title: Low Cost Experiments to Support Local School District Decisions
Grant: R305E040031


Institution: New York University
Principal Investigator: Leanna Stiefel
Project Title: How Should We Organize Primary Schooling? Grade Span, School Size and Student Academic Achievement
Grant: R305E040096


**FY 2005**


**FY 2007**

Project Title: Determinants of Student Outcomes in an Urban School District: Educational Interventions and Family Choices
Grant: R305A07117


Institution: Western Michigan University
Principal Investigator: Gary Miron
Project Title: Evaluation of the Kalamazoo Promise
Grant: R305A07381


Education Technology

FY 2008

Institution: The University of Memphis
Principal Investigator: Danielle McNamara
Project Title: The Writing Pal: An Intelligent Tutoring System that Provides Interactive Writing Strategy Training
Grant: R305A080589


Mathematics and Science Education

FY 2003

Institution: Carnegie Mellon University
Principal Investigator: Kenneth Koedinger
Project Title: Using Web-Based Cognitive Assessment Systems for Predicting Student Performance on State Exams
Grant: R305K03140


**FY 2004**

**Institution:** Educational Testing Service  
**Principal Investigator:** Caroline Wiley  
**Project Title:** Diagnostic Items in Math and Science  
**Grant:** R305K040051


Institution: University of Oregon  
Principal Investigator: David Chard  
Project Title: Early Learning in Mathematics: a Prevention Approach  
Grant: R305K040081


FY 2005

Institution: Purdue University  
Principal Investigator: Mantzicopolous, Panayota  
Project Title: The Scientific Literacy Project: Enhancing Young Children's Scientific Literacy through Reading and Inquiry-Centered Adult-Child Dialog  
Grant: R305K050038


Institution: Ohio State University Research Foundation
Principal Investigator: Douglas Owens
Project Title: Classroom Connectivity in Promoting Mathematics and Science Achievement
Grant: R305K050045


Institution: University of Illinois
Principal Investigator: Arthur Baroody
Project Title: Developing an Intervention to Foster Early Number Sense and Skill
Grant: R305K050082


Institution: University of Southern California
Principal Investigator: Carole Beal
Project Title: Animal Watch: An Intelligent Tutoring System for Grade 6 Mathematics
Grant: R305K050086


**Institution:** New York University  
**Principal Investigator:** Jan Plass  
**Project Title:** Molecules and Minds: Simulations for Chemistry Education  
**Grant:** R305K050140


**Institution:** State University of New York at Buffalo  
**Principal Investigator:** Douglas Clements  
**Project Title:** Scaling up TRIAD: Teaching Early Mathematics for Understanding With Trajectories and Technologies  
**Grant:** R305K050157


**FY 2006**

**Institution:** Vanderbilt University  
**Principal Investigator:** Richard Lehrer  
**Project Title:** Assessing Data Modeling and Statistical Reasoning  
**Grant:** R305K060091


**Institution:** SRI International  
**Principal Investigator:** Jeremy Roschelle  
**Project Title:** Getting Fractions Right With Technology-Mediated Peer-Assisted Learning (Techpals)  
**Grant:** R305K060011


**Institution:** University of Minnesota  
**Principal Investigator:** Asha Jitendra  
**Project Title:** Enhancing the Mathematical Problem Solving Performance of Sixth Grade Students Using Schema-based Instruction  
**Grant:** R305K060075


**FY 2007**

**Institution:** Worcester Polytechnic Institute  
**Principal Investigator:** Neil Heffernan  
**Project Title:** Making Longitudinal Web-Based Assessments Give Cognitively Diagnostic Reports to Teachers, Parents and Students While Employing Masterly Learning  
**Grant:** R305A070440

Institution: University of California, Berkeley
Principal Investigator: Geoffrey Saxe
Project Title: Teaching Fractions and Integers: The Development of a Research-Based Instructional Practice
Grant: R


Institution: University of Massachusetts, Dartmouth
Principal Investigator: Stephen Hegedus
Project Title: Democratizing Access to Core Mathematics Grades 9-12
Grant: R305B070299


Institution: University of Virginia
Principal Investigator: Mable Kinzie
Project Title: Pre-K Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality
Grant: R305A07068


FY 2008

Institution: University of Illinois, Urbana-Champaign
Principal Investigator: Arthur Baroody
Project Title: Fostering Fluency With Basic Addition and Subtraction
Grant: R305A080479

National Research and Development Centers

FY 2004

Institution: Vanderbilt University
Principal Investigator: Mark Berends (Now Ellen Goldring)
Project Title: National Center on School Choice
Grant: R305A040043

Journal Articles:


Book Chapters:


Technical Reports:


Books:


Institution: University of North Carolina-Chapel Hill
Principal Investigator: Thomas Farmer
Project Title: National Research Center on Rural Education Support (NRCRES)
Grant: R305A004056

Journal Articles:


**Book Chapters:**


**Technical Reports and Monographs:**


**Institution:** Johns Hopkins University  
**Principal Investigator:** Bob Slavin  
**Project Title:** Center for Data Driven Reform in Education (CDDRE)  
**Grant:** R305A040082

**Journal Articles:**


**Books:**


**Book Chapters:**


**FY 2005**

**Institution:** University of California at Los Angeles (UCLA)

**Principal Investigator:** Eva Baker

**Project Title:** Center for Research on Evaluation, Standards and Student Testing (CRESST)

**Grant:** R305A050004

**Journal Articles:**


**Book Chapters:**


Conference Proceedings:


Technical Reports:


**FY 2006**

**Institution:** Columbia University, Teacher College  
**Principal Investigator:** Thomas Bailey  
**Project Title:** National Center for Postsecondary Research  
**Grant:** R305A06010

**Books:**


**Institution:** Vanderbilt University  
**Principal Investigator:** Jim Guthrie  
**Project Title:** National Center for Performance Incentives (NCPI)  
**Grant:** R305A06034

**Journal Articles:**


**Books:**


**Technical Reports and Monographs:**


Working Papers:¹


¹ Proceedings from the joint NCPI/CALDER conference on NCLB will be added to the NCPI website by the end of September.


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**Policy Briefs:**


National Research and Development Centers


**Research Brief**


**Video Lecture Series**


**Other**


Other


Institution: Urban Institute
Principal Investigator: Jane Hannaway
Project Title: Center for Applied Data Analysis in Education Research (CALDER)
Grant: R305A06018

Journal Articles:


**Book Chapters:**


**Working Papers:**


Research Notes:


Policy Briefs:


NC Education Research Data Center and SERVE. (2006). *Teacher Retention at Low Performing Schools*.


**Institution:** University of Virginia  
**Principal Investigator:** Robert Pianta  
**Project Title:** National Research and Development Center on Early Childhood Development and Education (NCRECE)  
**Grant:** R305A060021

**Journal Articles:**


**Book Chapters:**


**Books:**
White Papers:

Preschool Curriculum Evaluation Research


FY 2002

Institution: Vanderbilt University
Principal Investigator: Dale Farran
Project Title: Focus in Early Childhood Curricula: Helping Children Transition to School
Grant: R305J020020


Institution: University of North Florida
Principal Investigator: Cheryl Fountain
Project Title: Evaluation of the Early Literacy and Learning Model (ELLM): a Curriculum and Instructional Support System
Grant: R305J020040

Institution: University of North Carolina at Charlotte
Principal Investigator: Richard Lambert
Project Title: Evaluation of the Effects of Creative Curriculum on Classroom Quality and Child Outcomes in Head Start
Grant: R305J020039

Institution: University of Texas Health Science Center
Principal Investigator: Susan Landry
**Project Title:** Evaluation of Pre-Kindergarten Curricula in Head Start and Public School Settings  
**Grant:** R305J020014


**Institution:** Purdue University  
**Principal Investigator:** Douglas Powell  
**Project Title:** Impact of the Project Approach on Children's School Readiness and School Achievement  
**Grant:** R


**Institution:** University of New Hampshire  
**Principal Investigator:** Jeff Priest  
**Project Title:** Granite Ladders: An Experimental Evaluation of an Early Literacy Curriculum for New Hampshire's Preschoolers  
**Grant:** R305J020027


**Institution:** University of California at Berkeley  
**Principal Investigator:** Prentice Starkey  
**Project Title:** a Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge  
**Grant:** R305J020026


**FY 2003**

**Institution:** Success for All Foundation  
**Principal Investigator:** Bette Chambers  
**Project Title:** Randomized Evaluation of Curiosity Corner With Follow-Up Into SFA and Control Elementary Programs  
**Grant:** R305J030138


**Institution:** University of California at Berkeley  
**Principal Investigator:** Anne Cunningham  
**Project Title:** A Longitudinal Study of the Effectiveness of a Pre-K Multisensory Literacy Curriculum  
**Grant:** R305J030037


**Institution:** University of Virginia  
**Principal Investigator:** Laura Justice  
**Project Title:** Evaluation of the Language-Focused Curriculum  
**Grant:** R305J030084


**Institution:** Florida State University  
**Principal Investigator:** Christopher Lonigan  
**Project Title:** Evaluating the Effectiveness of Preschool Literacy Curriculum for Children At-Risk  
**Grant:** R305J030093


**Institution:** University of Missouri  
**Principal Investigator:** Kathy Thornburg  
**Project Title:** Project Construct: A Catalyst for Early Achievement  
**Grant:** R305J030103
Reading and Writing

FY 2002

Institution: Ohio State University
Principal Investigator: Ian Wilkinson
Project Title: Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text
Grant: R305G02075


Institution: Pacific Institutes for Research
Principal Investigator: Scott Baker
Project Title: The Story Read Aloud Project: The Development of an Innovative Instructional Approach to Promote Comprehension and Vocabulary in First Grade Classrooms
Grant: R305G020057


Institution: University of Colorado
Principal Investigator: Thomas Landauer
Project Title: Research on and With Novel Educational Technologies for Comprehension
Grant: R305G02027


**Institution:** University of Memphis  
**Principal Investigator:** Danielle McNamara  
**Project Title:** Coh-Metrix: Automated Cohesion and Coherence Scores to Predict Text Readability and Facilitate Comprehension  
**Grant:** R305G020018


Institution: University of Pittsburgh
Principal Investigator: Charles Perfetti
Project Title: Word Learning and Comprehension: New Laboratory Approaches and Classroom Studies
Grant: R305G02006


**FY 2003**

**Institution:** Carnegie Mellon University  
**Principal Investigator:** James Callan  
**Project Title:** Reader-Specific Lexical Practice for Improved Reading Comprehension  
**Grant:** R305G030123


Institution: Florida State University
Principal Investigator: Richard Wagner
Project Title: Origins of Individual and Developmental Differences in Reading Comprehension
Grant: R305G03104


Institution: Pennsylvania State University
Principal Investigator: Bonnie Meyer
Project Title: Intelligent Tutoring Using the Structure Strategy to Improve Reading Comprehension of Middle School Students


**Institution:** Teachers College, Columbia University  
**Principal Investigator:** Joanna Williams  
**Project Title:** Teaching Elementary Students to Comprehend Expository Text  
**Grant:** R305G03283


**Institution:** University of Connecticut  
**Principal Investigator:** Michael Coyne  
**Project Title:** Project VITAL: Vocabulary Intervention Targeting At-Risk Learners  
**Grant:** R305G030250


**Institution:** University of Illinois, Champaign-Urbana  
**Principal Investigator:** Richard Anderson  
**Project Title:** Improving Comprehension and Writing through Reasoned Argumentation  
**Grant:** R305G030070


**Institution:** University of Illinois, Champaign-Urbana

**Principal Investigator:** Georgia Garcia

**Project Title:** Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement

**Grant:** R305G03140


**FY 2004**

**Institution:** Northern Illinois University

**Principal Investigators:** Joseph Magliano and Keith Millis

**Project Title:** Assessing Reading Comprehension With Verbal Protocols and Latent Semantic Analysis

**Grant:** R305G04055


**Institution:** State University of New York, Buffalo  
**Principal Investigator:** James Collins  
**Project Title:** 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  
**Grant:** R305G04153


**Institution:** University of Colorado  
**Principal Investigator:** Barbara Wise  
**Project Title:** ICARE: Independent Comprehensive Adaptive Reading Evaluation System  
**Grant:** R305G04097


**Institution:** University of Kansas  
**Principal Investigator:** Michael Hock  
**Project Title:** Improving Adolescent Reading Comprehension: a Multi-Strategy Reading Intervention  
**Grant:** R305G04011


**Institution:** University of Memphis  
**Principal Investigator:** Danielle McNamara
**Project Title:** iSTART: Interactive Strategy Trainer for Active Reading and Thinking

**Grant:** R305G040046


Institution: University of Minnesota
Principal Investigator: Paul van den Broek
Project Title: Improving Comprehension of Struggling Readers: Connecting Cognitive Science and Educational Practice
Grant: R305G04021


Institution: Vanderbilt University
Principal Investigator: Douglas Fuchs
Project Title: Scaling Up Peer Assisted Learning Strategies to Strengthen Reading Achievement
Grant: R305G04104


**Institution:** Washington Research Institute  
**Principal Investigator:** Patricia Vadasy  
**Project Title:** Quick Reads Supplementary Tutoring Efficacy and Replication Trials  
**Grant:** R305G04103


**Institution:** University of Pittsburgh  
**Principal Investigator:** Margaret McKeown  
**Project Title:** Toward More Meaningful Decisions About Comprehension Instruction  
**Grant:** R305G040049


**FY 2005**

**Institution:** CAST, Inc.  
**Principal Investigator:** Bridget Dalton  
**Project Title:** Improving Reading Comprehension for Struggling Readers: Understanding the Roles of Vocabulary Development, Guided Strategy Use, and Spanish Language Supports in a Digital Reading Environment  
**Grant:** R305G050029


**Institution:** University of Connecticut  
**Principal Investigator:** Donald Leu  
**Project Title:** Developing Internet Comprehension Strategies Among Adolescent Students at Risk to Become Dropouts  
**Grant:** R305G050154


**Institution:** University of Houston  
**Principal Investigator:** David Francis  
**Project Title:** Diagnostic Assessment of Reading Comprehension: Development and Validation  
**Grant:** R305G050201


**Institution:** University of Illinois, Chicago  
**Principal Investigator:** Kimberly Lawless  
**Project Title:** Assessing Readers Struggling to Comprehend Multiple Sources of Information  
**Grant:** R305G050091


**Institution:** University of Virginia  
**Principal Investigator:** Laura Justice  
**Project Title:** Print Referencing Efficacy  
**Grant:** R305G050057


**Institution:** University of California, Riverside  
**Principal Investigator:** Robert Calfee  
**Project Title:** The Read-Write Cycle: An Integrated Model for Instruction and Assessment of Reading Comprehension through Reading and Writing in the Disciplines  
**Grant:** R305G050069


**Institution:** University of California, Riverside  
**Principal Investigator:** Rollanda O’Connor  
**Project Title:** Variations in Procedures to Improve Reading Fluency and Comprehension  
**Grant:** R305G050122

**FY 2006**

**Institution:** University of California, Santa Cruz  
**Principal Investigator:** Judith Scott  
**Project Title:** Vocabulary Development through Writing: A Key to Academic Success  
**Grant:** R305G060140


**FY 2007**

**Institution:** University of Colorado  
**Principal Investigator:** Barbara Wise  
**Project Title:** Early ICARE: Early Independent Comprehensive Adaptive Reading Evaluation System  
**Grant:** R305A070231


**Institution:** Florida State University  
**Principal Investigator:** Carol Connor  
**Project Title:** Child-Instruction Interactions in Reading: Examining Causal Effects of Individualized Instruction in Second and Third Grade  
**Grant:** R305B070074

Social and Character Development

FY 2003

Institution: New York University
Principal Investigator: Lawrence Aber
Project Title: Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children
Grant: R305L030003


Institution: Oregon State University
Principal Investigator: Brian Flay
Project Title: Positive Action for Social and Character Development
Grant: R305L030072


Teacher Quality – Mathematics and Science

FY 2003

Institution: LessonLab Research Institute
Principal Investigator: James Stigler
Project Title: Algebra Learning for All
Grant: R305M030154


FY 2005

Institution: University of Cincinnati
Principal Investigator: Carla Johnson
Project Title: Utah’s Improving Science Teacher Quality Initiative
Grant: R305M050005


FY 2006

Institution: LessonLab, Inc.
Principal Investigator: Nicole Kersting
Project Title: Using Video Clips of Classroom Instruction as Item Prompts to Measure Teacher Knowledge of Teaching Mathematics: Instrument Development and Validation
Grant: R305M060057

Teacher Quality – Reading and Writing

FY 2003

Institution: Haskins Laboratories
Principal Investigator: Susan Brady
Project Title: Mastering Reading Instruction: A Professional Development Project for First Grade Teachers
Grant: R305M030099


Institution: Instructional Research Group
Principal Investigator: Gersten, Russell
Project Title: 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
Grant: R305M030052


Institution: University of Michigan
Principal Investigator: Joanne Carlisle
Project Title: Identifying Key Components of Effective Professional Development in Reading for First-Grade Teachers and Their Students
Grant: R305M030090


FY 2004

Institution: Florida State University
Principal Investigator: Douglas Harris
Project Title: Assessing Teacher Effectiveness: How Can We Predict Who Will Be a High Quality Teacher?
Grant: R305M040121


**Institution:** Purdue University  
**Principal Investigator:** Douglas Powell  
**Project Title:** Professional Development in Early Reading (Classroom Links to Early Literacy)  
**Grant:** R305M040167


**Institution:** RAND  
**Principal Investigator:** Richard Buddin  
**Project Title:** Teacher Licensure Tests and Student Achievement  
**Grant:** R305M040186


**FY 2005**

**Institution:** Florida State University  
**Principal Investigator:** Alysia Roehrig  
**Project Title:** Identifying the Conditions Under Which Large Scale Professional Development Policy Initiatives Are Related to Teacher Knowledge, Instructional Practices, and Student Reading Outcomes  
**Grant:** R305M050122


**Institution:** University of Michigan  
**Principal Investigator:** Joanne Carlisle  
**Project Title:** Assessment of Pedagogical Knowledge of Teachers of Reading  
**Grant:** R305M050087

**Institution:** University of Texas, San Antonio  
**Principal Investigator:** Misty Sailors  
**Project Title:** Teaching Teachers to Teach Critical Reading Strategies (CREST), through an Intensive Professional Development  
**Grant:** R305M050021


**FY 2008**

**Institution:** National Bureau of Economic Research  
**Principal Investigator:** Jesse Rothstein  
**Project Title:** Value-Added Models and the Measurement of Teacher Quality: Tracking or Causal Effects?  
**Grant:** R305A080560


**Institution:** University of Pittsburgh  
**Principal Investigators:** Linda Kucan and Annemarie Sullivan Palincsar  
**Project Title:** The Iterative Design of Modules to Support Reading Comprehension Instruction  
**Grant:** R305A080005


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Unsolicited and Other Awards

FY 2002

Institution: Southern Methodist University  
Principal Investigator: Patricia Mathes  
Project Title: Scaling-up Effective Intervention for Preventing Reading Difficulties in Young Children  
Grant: R305W03257


Institution: University of Texas Health Science Center at Houston  
Principal Investigator: Susan Landry  
Project Title: Scaling Up a Language and Literacy Development Program at the Pre-Kindergarten Level  
Grant: R305W02002


Institution: Florida State University  
Principal Investigator: Barbara Foorman  
Project Title: Scaling Up an Assessment-Driven Intervention Using the Internet and Hand-held Computers  
Grant: R305W02001


FY 2003

Institution: Georgetown University  
Principal Investigator: Sharon Ramey  
Project Title: Building Language for Literacy and Core Knowledge  
Grant:


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Institution: McLean Hospital
Principal Investigator: Gil Noam
Project Title: The New 3R's – Reading, Resilience, and Relationships in After-School Programs
Grant: R


FY 2007

Institution: Northwestern University
Principal Investigator: Thomas Cook
Project Title: Improving Best Quasi-Experimental Practice
Grant: R305U070003
