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.

Compiled in November, 2013
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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:

R305H020035
Longitudinal Impact of Community Violence
Wayne State University
Delaney-Black, Virginia

Publications:

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:


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:


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](http://www.psy.cmu.edu/~siegler/publications-all.html)

Related IES Projects: [Improving Children's Pure Numerical Estimation](https://ies.ed.gov) (R305H050035) and [Improving Children’s Numerical Understanding](https://ies.ed.gov) (R305A080013)

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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:


**R305H020088**

**Learning From Symbolic Objects**

Northwestern University

Uttal, David

Related IES Projects: **Understanding and Facilitating Symbolic Learning** (R305H050059)

Publications:


Introducing Desirable Difficulties for Educational Applications in Science

University of California, Los Angeles

Bjork, Robert

Marcia Linn (University of California, Berkeley)

Publications:


### 2003

**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) (R305A100109)

Publications:


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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) (R305B070542) and [Focusing on the Efficacy of Teaching Advanced Forms of Patterning on First Graders’ Improvements in Reading, Mathematics, and Reasoning Ability](R305A090353) (R305A090353)
Publications:


**R305H030141**

*A Multidisciplinary Study of Analogical Transfer in Children’s Mathematical Learning*

University of California, Los Angeles

Holyoak, Keith

Publications:


**R305H030170**

Improve 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:


**R305H030175**

**Study Enhancement Based on Principles of Cognitive Science**

Columbia University

Metcalfe, Janet

Project Website: [http://www.columbia.edu/cu/psychology/metcalfe/jm.html](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:


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:


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:


**R305H030266**

*Training Indexing To Enhance Meaning Extraction In Young Readers*

University of Wisconsin, Madison

Glenberg, Arthur

Publications:


**R305H030282**  
**Understanding Students’ Mathematical Competencies: An Exploration of the Impact of Contextualizing Mathematical Problems**  
Yale University  
Sternberg, Robert  

Grant Transferred to: Tufts University

Publications:


**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:


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:


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](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:


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:


**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](http://www.bc.edu/research/intasc/studies/DiagnosticAlgebra/description.shtml)

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

Publications:


**R305H040108**

*Optimizing Resistance to Forgetting*

University of California, San Diego

Pashler, Harold E.

Project Website: [http://www.pashler.com/](http://www.pashler.com/)

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

Publications:


2005

**R305H050004**

*Improving the Assessment Capability of Standardized Tests: How High-Stakes Testing Environments Compromise Performance*

University of Chicago

Beilock, Sian

Publications:


**R305H050035**

**Improving Children's Pure Numerical Estimation**

Carnegie Mellon University

Siegler, Robert

Project Website: [http://www.psy.cmu.edu/~siegler/publications-all.html](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:


**R305H050036**

**A Randomized Trial of Two Promising Interventions for Students with Attention Problems**

Duke University

Rabiner, David

Publications:


**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)

Publications:


**R305H050052**

**Dynamically Modifying the Learning Trajectories of Novices with Pedagogical Agents**

University of Southern California

Beal, Carole

Publications:


R305H050059

Understanding and Facilitating Symbolic Learning
Northwestern University
Uttal, David
Judy DeLoache (University of Virginia)

Related IES Projects: Learning From Symbolic Objects (R305H020088)

Publications:


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:


R305H050125

**Scientific Misconceptions: From Cognitive Underpinning to Educational Treatment**

Ohio State University

Heckler, Andrew

Publications:


**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](https://example.com) (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](https://example.com) (R305C120001)
Publications:


**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:


**2006**

**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:

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:


R305H060042

**Attention, Memory, and Executive Functions in Written Language Expression in Elementary School Children**

University of North Carolina, Chapel Hill
Hooper, Stephen

Publications:


**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:


R305H060073

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

University of Washington
McCutchen, Deborah

Publications:


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:


**R305H060089**

*A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms*

Vanderbilt University
Biswa, Gautam

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

Publications:


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:


**R305H060150**  
*Teaching the Logic of the Scientific Method in the Fourth Grade*  
University of Kentucky  
Lorch, Elizabeth

Publications:  

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**R305H060161**  
*The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes*  
Columbia University  
Metcalfe, Janet  
Lisa Son (Barnard College)

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

Publications:  


2007
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:


R305B070085
Conceptual Analysis and Student Learning in Physics
University of Illinois
Ross, Brian

Publications:


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:


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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**R305B070407**  
*The Role of External Representations in Learning and Transfer of Mathematical Knowledge*  
Ohio State University  
Sloutsky, Vladimir

Publications:


**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:**


**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:

**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:


**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:**


**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:**


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:


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:


R305A080134
Guided Cognition for Unsupervised Learning of Mathematics
Fordham University
Whitten, William
Mitchell Rabinowitz

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

Publications:
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:

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:

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:


R305A080341
The Organization of Mathematical Knowledge
Northwestern University
Rips, Lance

Publications:


**R305A080347**

**Mindful Instruction of Nonmainstream Children**

University of Illinois, Urbana-Champaign

Anderson, Richard

Project Website: [http://csr.ed.uiuc.edu/CR/index.html](http://csr.ed.uiuc.edu/CR/index.html)

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

Publications:


Extension of an Argument Curriculum to an Academically Disadvantaged Middle-School Population
Columbia University, Teachers College
Kuhn, Deanna

Publications:


Scaffolding Students' Use of Multiple Representations for Science Learning
University of Wisconsin
Puntambekar, Sadhana

Publications:


R305A080621
A Cognitive Approach to Implementing Tree Thinking in High School and College Biology Curricula
Vanderbilt University
Novick, Laura
Kefyn Catley

Publications:


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:


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:

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:

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:


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:

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:

R305A100389
**Interactions Between Visual and Auditory Interventions for Reading**
University of California, San Diego
Cottrell, Garrison

Publications:

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:


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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:


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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:


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:


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:

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:


**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:
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:

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:

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:

Interleaved Mathematics Practice
University of South Florida
Rohrer, Douglas
Robert Dedrick

Publications:

**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:


**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:


**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), Micheline Chi (Arizona State University)

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

Publications:


**R305A110903**

**Retrieval-Oriented Learning Strategies**
Purdue University
Karpicke, Jeffrey

Publications:

**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
Biswa, 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:

**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:

**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 Helding

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 Aleven

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:
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)

Related Projects:

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:


**R305A080476**

*Using Educational Television to Enhance Young Children's Language and Vocabulary Skills*
Florida State University
Phillips, Beth

Publications:

**R305A080488**

*Test of Emergent Writing Skills*
Florida State University
Puranik, Cynthia

Publications:
2009
R305A090013
The World of Words: An Embedded Multimedia Vocabulary Intervention for Economically Disadvantaged Pre-K Children
University of Michigan
Neuman, Susan

Publications:


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:

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)


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:


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:


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:


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:

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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:

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R305A100574

Stanford University
Loeb, Susanna
Daphna Bassok

Publications:


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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:

**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:


**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:**  

**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
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:


R305E040100
Learning from Efforts to Strengthen Educational Leadership in Urban School Districts
MDRC
Quint, Janet

Publications:

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:


2007
R305A070298
Improving Principal Leadership Through Feedback and Coaching
Vanderbilt University
Bickman, Leonard

Publications:
The Development and Validation of the Vanderbilt Assessment of Leadership in Education

University of Pennsylvania
Porter, Andrew

Publications:


Test and Test Manuals Developed Under this Award


**R305A080696**  
**A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program**  
Texas A&M University  
Goddard, Roger

Publications:


**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/](http://edusims.syr.edu/)
Publications:


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:


**R305A100289**

*Learning Leadership: Kernel Routines for Instructional Improvement*

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

Publications:

EDUCATION POLICY, FINANCE, AND SYSTEMS

2004
R305E040031
Low Cost Experiments to Support Local School District Decisions
Empirical Education, Inc.
Newman, Denis

Publications:


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)
R305E040096
**How Should We Organize Primary Schooling? Grade Span, School Size and Student Academic Achievement**
New York University
Stiefel, Leanna

Publications:


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:


R305E050089
Cost Accounting for Student-Level Resources
Pennsylvania State University
Hartman, William

Publications:

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:

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:

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:


**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:


**R305A070381**

**Evaluation of the Kalamazoo Promise**

Western Michigan University

Miron, Gary

Publications:


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:


R305A080202

Catholic School Prices, Private School Attendance, and Student Outcomes

National Bureau of Economic Research
Dynarski, Susan

Publications:

R305A080280

School Responses to AYP Classification Due to Student Subgroups and the Relationship to Student Achievement

University of Pennsylvania
Supovitz, Jonathan

Publications:


**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:


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**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](http://www.doe.mass.edu/research/reports/eval.html)

Publications:

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**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:

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:


R305A090369
Summer School and Summer Learning: An Examination of Selection, Implementation, and Program Effects in a Multyear Randomized Trial
University of Oregon
Zvoch, Keith

Publications:


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:


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:

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:

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:
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:
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:


Virtual Performance Assessments for Measuring Student Achievement in Science

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

Publications:

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:


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)

Publications:


**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:


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)

Publications:


R305A080664
Teaching Every Student: Using Intelligent Tutoring and Universal Design to Customize the Mathematics Curriculum
University of Massachusetts, Amherst
Woolf, Beverly

Publications:


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

Publications:


*Books:*


**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:


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:


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:


**R305A100110**

**Developing and Evaluating a Technology-Based Fractions Intervention Program for Low-Achieving and At-Risk Students**

Vanderbilt University

Hasselbring, Ted

Publications:


R305A100267
Mathemantics Preschool --&gt; 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:


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:


2011

R305A110021

*Voyage to Galapogos: 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:

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:


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:


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:
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](https://ies.ed.gov) (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](https://ies.ed.gov) (R305G030072) and [Efficacy and Replication](https://ies.ed.gov)
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:
Evaluation of Ninth Grade Academies in Broward County Public Schools
MDRC
Black, Alison

Publications:

2010
The Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes
University of Michigan
Jacob, Brian A.

Publications:

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:


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:

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:
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.kucrl.org/job-corps

Publications:


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:

2008
Project Collaborative Strategic Reading (CSR): Interventions for Struggling Adolescent and Adult Readers and Writers
University of Texas, Austin
Vaughn, Sharon

Curriculum Developed:

Publications:


Increasing Opportunities-to-Learn in Urban Middle Schools
President and Fellows of Harvard College, Graduate School of Education
Lesaux, Nonie

Publications:


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](http://wg.serpmedia.org/IES.html)

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

Publications:

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:


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:


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:


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:


R305K040003
Algebraic Interventions for Measured Achievement
WestEd
Schneider, Steve

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

Publications:

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:

**R305K040051**

**Developing and Using Diagnostic Items in Mathematics and Science**

Educational Testing Service

Wylie, Caroline

Publications:


**R305K040081**

**Early Learning in Mathematics: A Prevention Approach**

University of Oregon

Chard, David


Publications:


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:


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:


**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](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](http://www.wested.org/cs/we/view/pj/81) (R305A080479)

Publications:


**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:


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:


**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/](http://www.ubtriad.org/)

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

Publications:


**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)


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](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:


R305K060011
Getting Fractions Right with Technology-Mediated Peer-Assisted Learning (TechPALS)
Roschelle, Jeremy

Publications:


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:

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:

Measuring the Efficacy and Student Achievement of Research-based Instructional Materials in High School Multidisciplinary Science

Taylor, Joseph A.

Publications:

2007

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:


Pre-Kindergarten Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality

University of Virginia
Kinzie, Mable

Publications:


**R305A070105**

**Algebra Intervention for Measured Achievement—Full Year Curriculum**

WestEd

Schneider, Steve

Related IES Projects: **Algebraic Interventions for Measured Achievement** (R305K040003)

Publications:


**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:


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:


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:


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:


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


**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:

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/](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:


**R305A080147**

**A Longitudinal Study of Gender and Mathematics Using ECLS-K Data**

University of Illinois, Urbana-Champaign

Lubienski, Sarah

Publications:


**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:
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.


Learning Foster First Graders’ Fluency With The Most Basic Addition Combinations? American

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.

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.


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Agent and Library Augmented Shared Knowledge Areas (ALASKA)
Pepperdine University
Hamilton, Eric

Publications:

2009

Efficacy of the Science Writing Heuristic Approach
University of Iowa
Hand, Brian
William Therrien and Mack Shelley

Publications:


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:

ASSISTment Meets Science Learning (AMSL)
Worcester Polytechnic Institute
Gobert, Janice
Neil Heffernan, Joseph Beck, and Kenneth Koedinger

195
Related IES Projects: The Development of an Intelligent Pedagogical Agent for Physical Science Inquiry Driven by Educational Data Mining (R305A120778)

Publications:

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:
**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:**


**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/](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:**

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:

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:


R305A090549
Promoting Robust Understanding of Genetics with a Cognitive Tutor that Integrates Conceptual Learning with Problem Solving
Carnegie Mellon University
Corbett, Albert

Publications:


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:

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:

R305A100181
Improving Mathematics Achievement through Active Student Participation in Mathematics Classrooms
University of California, Los Angeles
Webb, Noreen
Megan Franke and Marsha Ing

Publications:


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:

**Establishing the Validity and Diagnostic Capacity of Facet-Based Science Assessments**

SRI International
DeBarger, Angela
Louis DiBello, James Minstrell


Publications:

**Creating Cross-Grade Assessments of the Development of Core Algebraic Constructs**

Education Testing Service
Bauer, Malcolm

Publications:

**Learning Progressions in Middle School Science Instruction and Assessment**

University of California, Berkeley
Wilson, Mark

Project Website: [http://bearcenter.berkeley.edu/projects/LPS/](http://bearcenter.berkeley.edu/projects/LPS/)

Publications:

**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:
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:

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://adilsi.fsu.edu/](http://adilsi.fsu.edu/)

Publications:


Sampson, V., Grooms, J., and Enderle, P. (Accepted). Argumentation In Science and Science Education. Submitted To *The Science Teacher*. 

202
R305A100992
The Connected Chemistry Curriculum
University of Illinois at Chicago
Stieff, Mike
Philip DeShong

Project Website: http://connchem.org/

Publications:


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)


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:
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:

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:

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://slinq.org/

Publications:


2013
R305A130160
SimScientists Model Progressions
WestEd
Quellmalz, Edys
Barbara Buckley, Mark Loveland, Daniel Brenner

Related IES Projects: SimScientists: Interactive Simulation-Based Science Learning Environments (R305A080614)

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:

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:

**Reports and Book Chapters**


**R305R060062**  
*Assessing the Effectiveness of the Small High School Initiative*  
University of Chicago  
Schanzenbach, Diane

Publications:


**R305R060096**  
*The Impact of Exit Exam Performance on High School and Post-Secondary Outcomes*  
University of Florida  
Clark, Damon

Publications:

2007
R305B070131
**Implications of High School Course Availability and Course-Taking**
Florida State University
Iatarola, Patrice

Publications:


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:

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:
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:


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:


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

Center Website: http://www.vanderbilt.edu/schoolchoice/

Publications:

Journal Articles


**Book Chapters**


Technical Reports


Books


Books by Center Partners


Working Papers


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**R305A040056**

**National Research Center on Rural Education Support**

University of North Carolina, Chapel Hill
Farmer, Thomas
Lynne Vernon-Feagans, Wallace Hannum

Center Website: [http://www.nrcres.org/](http://www.nrcres.org/)

Related IES Projects: [The Targeted Reading Intervention: A Web-Based Professional Development Program Targeting K-1 Classroom Teachers and Their Struggling Readers](R305A100654)
Publications:

**Journal Articles**


218


Published Proceedings


Book Chapters


Technical Reports and Monographs


R305A040082
Center for Data-Driven Reform in Education
Johns Hopkins University
Slavin, Robert

Center Website: http://www.cddre.org/

Publications:
Journal Articles


Slavin, R.E. (In Press). Overcoming The Four Barriers To Evidence-Based Education. *Education Week*.


**Books**


**Book Chapters**


2005
R305A050004
Center for Research on Evaluation, Standards, and Student Testing (CRESST)
University of California, Los Angeles
Baker, Eva

Center Website: http://www.cse.ucla.edu/

Publications:

**Journal Articles**


**Book Chapters**


**Conference Proceedings**


**Technical Reports**


**R305A050056**

**Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)**

University of Houston
Francis, David
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/](http://www.cal.org/create/)

Publications:
**Journal Articles**


**Books**


**Briefs**


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2006

R305A060010

**National Center for Postsecondary Research**

Columbia University, Teachers College

Bailey, Thomas

Center Website: [http://www.postsecondaryresearch.org/](http://www.postsecondaryresearch.org/)

Related IES Projects: **Improving Information and Access to Financial Aid: Expanding the FAFSA Experiment** (R305A120280)

Publications:

**Journal Articles**


**Technical Reports and Working Papers**


Briefs


**R305A060021**

**National Center for Research on Early Childhood Education**

University of Virginia

Pianta, Robert

Center Website: [http://www.ncrece.org/](http://www.ncrece.org/)

Publications:

**Journal Articles**


**Book Chapters**


Books


White Papers

NCRECE Research Briefs


Predicting Acceptance of Diversity in Pre-K Classrooms, based on an article by Sanders and Downer. Available on the NCRECE website: http://www.ncrece.org/wordpress/products/research-briefs/


Learning How Much Quality is Necessary to Get to Good Results for Children, based on an article by Peg Burchinal, Nathan Vandergrift, Robert Pianta, and Andrew Mashburn. Available on the NCRECE website: http://ncrece.org/wordpress/wp-content/uploads/2010/03/NCRECEInFocusV112Thresholdanalysis.pdf


R305A060034
National Center for Performance Incentives (Policy-NCPI)
Vanderbilt University
Guthrie, James W.

Center Website: http://www.performanceincentives.org/

Publications:
Journal Articles


**Books**


**Technical Reports and Monographs**


Working Papers


**NCPI Research Briefs**


**Other**


**R305A060044**

**National Research Center on the Gifted and Talented**

University of Connecticut

Renzulli, Joseph

Center Website: [http://www.gifted.uconn.edu/](http://www.gifted.uconn.edu/)

Publications:

**Journal Articles**


**Book Chapters**


**Center Publications**

R305A060067

Center for Analysis of Longitudinal Data in Education Research (CALDER)
American Institutes for Research
Hannaway, Jane

Center Website: http://www.caldercenter.org/

Publications:

Journal Articles:


**Books:**


**Book Chapters:**


**Working Papers:**


**Research Notes:**


**Policy Briefs:**


2008
R305C080009
National Research and Development Center on Cognition and Science Instruction
21st Century Partnership for STEM Education
Merlino, F. Joseph

Center Website: http://www.cogscied.org/

Publications:

R305C080015
National Research and Development Center on Instructional Technology: Center for Advanced Technology in Schools
University of California, Los Angeles
Baker, Eva

Center Website: http://cats.cse.ucla.edu/

Publications:


Mislevy, R.J., Behrens, J.T., Dicerbo, K.E., Frezzo, D.C., and West, P. (2012). Three Things Game Designers Need to Know About Assessment. In Assessment in Game-Based Learning (pp. 59-81). Springer New York.


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/](http://r2ed.unl.edu/)

Publications:


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](http://www.gse.harvard.edu/ncte/default.php)

Publications:

**Journal Articles**


**Working Papers**


2010
R305C100023
**National Research and Development Center on Scaling Up Effective Schools**
Vanderbilt University
Smith, Thomas

Project Website: [http://www.scalingupcenter.org](http://www.scalingupcenter.org)

Publications:

R305C100024
**National Research and Development Center on Cognition and Mathematics Instruction**
WestEd
Schneider, Steve

Publications:


2011
R305C110011
**The Center for Analysis of Postsecondary Education and Employment**
Columbia University, Teachers College
Bailey, Thomas
Center Website: http://capseecenter.org

Publications:


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:


R305B070377

The Effects of Institutional Practices on Postsecondary Trajectories—Matriculation, Persistence, and Time-to-Degree
University of California, Davis
Kurlaender, Michal

Publications:


R305B070581

The Effects of College Remediation on Students’ Academic and Labor Market Outcomes
University of Texas at Dallas
McFarlin Jr., Isaac

Publications:

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:
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:
Causes and Consequences of Public Subsidies in Higher Education: Evidence from Community College Districts
University of Michigan
McFarlin, Jr., Isaac

Publications:

2010

Evaluating the Long-Term Effects and the Costs of Two Community College Interventions
MDRC
Weiss, Michael

Publications:


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:


Causes and Consequences of Public Subsidies in Higher Education: Evidence from Community College Districts
University of Michigan
McFarlin Jr., Isaac

Publications:
Evaluating the Effects of Basic Skills Mathematics Placement on Academic Outcomes of Community College Students

University of Southern California
Melguizo, Tatiana
Johannes Bos

Publications:


University of Massachusetts, Dartmouth
Shapiro, Amy

Publications:

Ready or Not? California’s Early Assessment Program and the Transition to College

University of California, Davis
Kurlaender, Michal
Eric Grodsky and Jessica Howell

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:


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:


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:
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:


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:


R305J020020
Focus in Early Childhood Curricula: Helping Children Transition to School
Vanderbilt University
Farran, Dale

Publications:


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:


**R305J020027**  
**Impact of the Project Approach on Children’s School Readiness and School Achievement**  
Purdue University  
Powell, Douglas

**Publications:**


**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:**

**R305J020040**  
**Evaluation of the Early Literacy and Learning Model (ELLM): a Curriculum and Instructional Support System**  
University of North Florida  
Fountain, Cheryl

**Publications:**
Granite Ladders: An Experimental Evaluation of an Early Literacy Curriculum for New Hampshire’s Preschoolers
University of New Hampshire
Priest, Jeff

Publications:

2003
R305J030037
A Longitudinal Study of the Effectiveness of a Pre-K Multisensory Literacy Curriculum
University of California, Berkeley
Cunningham, Anne

Publications:


R305J030084

**Evaluation of the Language-Focused Curriculum**

University of Virginia

Justice, Laura

Publications:


**R305J030093**

**Evaluating the Effectiveness of Preschool Literacy Curriculum for Children At-Risk**

Florida State University
Lonigan, Christopher

**Publications:**


**R305J030103**

**Project Construct: A Catalyst for Early Achievement**

University of Missouri
Thomburg, Kathy

**Publications:**

Randomized Evaluation of Curiosity Corner With Follow-Up Into SFA and Control Elementary Programs
Success for All Foundation
Chambers, Bette

Publications:


Reading and Writing

2002
R305G020006
Word Learning and Comprehension: New Laboratory Approaches and Classroom Studies
University of Pittsburg
Perfetti, Charles
Isabel Beck, Margaret McKeown

Publications:


R305G020018

Coh-Metrix: Automated Cohesion and Coherence Scores to Predict Text Readability and Facilitate Comprehension
University of Memphis
McNamara, Danielle
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:


R305G020027
Research on and With Novel Educational Technologies for Comprehension
University of Colorado
Landauer, Thomas

Publications:


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:


**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:


2003
R305G030070

**Improving Comprehension and Writing Through Reasoned Argumentation**

University of Illinois

Anderson, Richard

Related IES Projects: [Mindful Instruction of Nonmainstream Children](#) (R305A080347)

Publications:


R305G030283
Teaching Elementary Students To Comprehend Expository Text
Columbia University, Teachers College
Williams, Joanna

Related IES Projects: An Intervention to Enhance Expository Test 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:


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:


R305G030104
Origins Of Individual and Developmental Differences In Reading Comprehension
Florida State University
Wagner, Richard

Publications:


R305G030123

Reader-Specific Lexical Practice For Improved Reading Comprehension
Carnegie Mellon University
Callan, James

Publications:


**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:


**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:


**2004**

**R305G040011**

**Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention**

University of Kansas

Hock, Michael

Publications:

Improving Comprehension of Struggling Readers: Connecting Cognitive Science and Educational Practice
University of Minnesota
Broek, Paul van den
David Rapp and Kristen McMaster

Publications:


Publications:


R305G040049

Toward More Meaningful Decisions about Comprehension Instruction
University of Pittsburgh
McKeown, Margaret
Isabel Beck

Publications:


R305G040055

Assessing Reading Comprehension with Verbal Protocols and Latent Semantic Analysis
Northern Illinois University
Magliano, Joseph
Keith Millis

Publications:


**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:  

**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](http://www.scienceideas.org)

Publications:  


**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:


**R305G040103**  
**Quick Reads Supplementary Tutoring Efficacy and Replication Trials**  
Washington Research Institute  
Vadasy, Patricia

Publications:


**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/](http://kc.vanderbilt.edu/pals/)

Publications:


**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:


2005
R305G050005
Print Referencing Efficacy
Ohio State University
Justice, Laura

Publications:


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/bl/](http://www.asu.edu/clas/shs/bl/)

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:


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:


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:


R305G050101
Evaluating a Multicomponent Reading Intervention Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School
Vanderbilt University
Compton, Donald

Publications:


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:


Variations in Procedures to Improve Reading Fluency and Comprehension
University of California, Riverside
O’Connor, Rollanda
H. Lee Swanson

Publications:


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:


**R305G050201**

*Diagnostic Assessment of Reading Comprehension: Development and Validation*

University of Houston
Francis, David
Catherine Snow (Harvard University), Diane August (University of California)

Publications:


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:

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:


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:


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:


**R305A070324**

**Efficacy of Sound Partners Supplemental Tutoring for ELL Students, Grades K-1**

Washington Research Institute

Vadasy, Patricia

Publications


**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/](http://www.cal.org/vias/subproject4/)

Publications:

R305B070005
New Grant Number: R305B077307
Reading Intervention with Spanish-Speaking Students: Maximizing Instructional Effectiveness in English and Spanish
University of Oregon
Baker, Scott

Publications:


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:


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*.


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:

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:


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:


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:


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:

R305A100440
Robust Instruction of Academic Vocabulary for Middle School Students
University of Pittsburg
McKeown, Margaret

Publications:

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:


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
Kimg, Young Suk
Yaacov Petscher, Christopher Schatschneider

Publications:

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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:


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.


**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](http://www.projectreadi.org/index.html)

Publications:


Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7–12
University of Texas at Austin
Vaughn, Sharon

Publications:


318

**R305F100026**  
**Catalyzing Comprehension Through Discussion and Debate**  
Strategic Education Research Partnership Institute  
Donovan, Mary Suzanne  
Catherine Snow  

Project Website: [http://ccdd.serpmedia.org/](http://ccdd.serpmedia.org/)

Related IES Projects: [Word Generation: An Efficacy Trial](http://ccdd.serpmedia.org/) (R305A090555)

**Publications:**


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.ferr.org/index.htm

Publications:


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:


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:


R305A080337

**Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers**

Rutgers University
Reddy, Linda

Publications:

R305A080512
Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context
New York University
McClowry, Sandra

Publications:


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, Kathyrn

Publications:


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:

325
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:

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:


**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:


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:

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:
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:


**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:**


This paper has been awarded the 2013 American Educational Research Association Division E (Counseling and Human Development) Distinguished Research Award.


**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:


**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:
Academic Achievement Outcomes from a Pre-K Family and School Intervention
New York University School of Medicine
Brotman, Laurie

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

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)


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 (IMPAQ 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 Villaes, 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:


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:


R305L030162
Social and Character Development in Rural Youth: The Competence Support Program
University of North Carolina, Chapel Hill
Farmer, Thomas
Mark Fraser

Publications:


R305L030165

**Promoting Alternative Thinking Strategies**
Children’s Institute
Johnson, Deborah
Hugh Crean

Publications:

R305L030173

**Love in a Big World**
Vanderbilt University
Bickman, Leonard
Katie Smith

Publications:
Practical Solutions for Missing Data and Imputation
Columbia University
Gelman, Andrew
Jennifer Hill (New York University)

Publications:


Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts
MDRC
Bloom, Howard

Publications:

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:


**R305D090011**

**Reducing Bias and Improving Efficiency of Estimated Teacher Effects from Value-Added Models**  
RAND Corporation  
Lockwood, J.R.  
Daniel McCaffrey

**Publications:**  


**R305D090013**

**Examining the Changes in Methodology that Occur Between the Design and Implementation of Field Trials in Education**  
Western Michigan University  
Spybrook, Jessica

**Publications:**  

**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:**


**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](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:


R305D090024
Cross-Classified Structural Equations Model: Development of an OpenMX Module and its Application to Multyear 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:

2010
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:


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:

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:

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:


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:


R305D100041

Testing Different Methods of Improving the External Validity of Impact Evaluations in Education
Abt Associates, Inc.
Olsen, Robert
Stephen Bell

Publications:

R305D100046

A d-Estimator for Single Case Designs
University of California, Merced
Shadish, William
David Rindskopf (City University of New York)

Publications:


2011

R305D110001

Bayesian Inference for Experimental and Observational Studies in Education
University of Wisconsin, Madison
Kaplan, David

Publications:


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:

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:
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:


R305D110027

**Psychometric Models for 21st Century Educational Survey Assessments**

Educational Testing Service
Rijmen, Frank
Matthias Von Davier

Publications:


**R305D110032**  
*State-specific Design Parameters for Designing Better Evaluation Studies*  
National Opinion Research Center (NORC)  
Hedges, Larry  
Eric Hedberg  

Publications:  

**R305D110037**  
*Sensitivity Analysis—If We’re Wrong, How Far Are We from Being Right?*  
New York University  
Hill, Jennifer  
Marc Scott  

Publications:  

**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:  

**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:


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:

2005
R305M050005
Utah’s Improving Science Teacher Quality Initiative
University of Cincinnati
Johnson, Carla
Jamison Fargo (Utah State University)

Publications:

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](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


Publications:

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

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:


Integrating Science and Diversity Education: A model of Pre-Service Elementary Teacher Preparation
University of California, Berkeley
Tharp, Roland

Publications:


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:


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/understandingscience), [http://www.wested.org/mss](http://www.wested.org/mss)

Publications:


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**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/](http://www.msoe.edu/academics/research_centers/sun/)

Publications:


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**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:

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**R305A080692**

**Education Research - BioBridge Teacher Quality**  
University of California, San Diego
Thompson, Loren

Program Website: http://sciencebridge.ucsd.edu/

Publications:

2009
R305A090145
INSPIRE: Urban Teaching Fellows Program
University of Cincinnati
Johnson, Carla

Publications:


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:

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:

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:

364
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
Mills College
Lewis, Catherin
Rebecca Perry


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:


R305M030090
Identifying Key Components of Effective Professional Development in Reading for First-Grade Teachers and Their Students
University of Michigan
Carlisle, Joanne F.

Publications:

**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](http://www.haskins.yale.edu/mrin/press.html).

**Publications:**


**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:**


**R305M040086**

**Can Literacy Professional Development be Improved with Web-based Collaborative Learning Tools: A Randomized Field Trial**
University of Chicago
Bryk, Anthony

**Publications:**


**R305M040121**

**Assessing Teacher Effectiveness: How Can We Predict Who Will Be a High Quality Teacher?**

Florida State University
Harris, Douglas

Publications:


**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:


R305M040186
Teacher Licensure Tests and Student Achievement
RAND Corporation
Buddin, Richard

Publications:

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:

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:


**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](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:


**R305M050086**

*Embedded Classroom Multimedia: Improving Implementation Quality and Student Achievement in a Cooperative Writing Program*

Success for All Foundation
Madden, Nancy A

Publications:


R305M050087
Assessment of Pedagogical Knowledge of Teachers of Reading
Regents of the University of Michigan
Carlisle, Joanne F.
Brian Rowan

Publications:


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:


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:


**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:


**R305W060024**

**Enhancing Knowledge Related to Research-Based Early Literacy Instruction Among Pre-Service Teachers**

State University of New York, Albany

Scanlon, Donna

Publications:


**R305W060027**

**Content-Focused Coaching (SM) for High Quality Reading Instruction**

University of Pittsburgh

Matsumura, Lindsay Clare

Publications:


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:


2008
R305A080005
The Iterative Design of Modules to Support Reading Comprehension Instruction
University of Pittsburgh
Kucan, Linda
Annemarie Palincsar (University of Michigan)

Publications:


R305A080295
Development of an Interactive, Multimedia Assessment of Teachers’ Knowledge of Early Reading
University of Michigan
Carlisle, Joanne F.

Publications:


R305A080560
Value-Added Models and the Measurement of Teacher Quality: Tracking or Causal Effects?
National Bureau of Economic Research
Rothstein, Jesse

Publications:

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:
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:

R305W020001
Scaling Up an Assessment-Driven Intervention Using the Internet and Hand-held Computers
Florida State University
Foorman, Barbara

Publications:


376
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:


2003
R305J030120
Building Language for Literacy and Core Knowledge
Georgetown University
Ramey, Sharon

Publications:


R305W030036
The New 3R’s – Reading, Resilience, and Relationships in After-School Programs
McLean Hospital
Noam, Gil

Publications:

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:


Curriculum Products:

   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:


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/](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:


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:

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:


R305U070002
Assessing Reading in the 21st Century Conference: Aligning and Applying Advances in the Reading and Measurement Sciences
Educational Testing Service
Sabatini, John

Publications:


Improving Best Quasi-Experimental Practice
Northwestern University
Cook, Thomas

Publications:


University of Michigan
Miller, Kevin

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**R305U070008**
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