Publications Emerging From Research Funded Through the National Center for Education Research

Updated October 2011
Since 2002, the Institute of Education Sciences (IES) has funded approximately 600 research grants through the National Center for Education Research. In this document, we list the publications that have resulted from these projects. Publications from IES grantees include articles intended for scientific audiences, as well as articles written for general audiences. The topics span the range from basic translational research to the evaluation of state education policies. Because the publishing process is dynamic and new articles are appearing regularly, we plan to update this list at regular intervals. Please check our website periodically for updated material.
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Cognition and Student Learning

FY 2002

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


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


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


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


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


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


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


**FY 2003**

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


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


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


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


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


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


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


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


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


**Institution:** Washington University, St. Louis  
**Principal Investigator:** Henry L. Roediger, III  
**Project Title:** Test-Enhanced Learning  
**Grant:** R305H030339


**Institution:** Yale University  
**Principal Investigator:** Robert Sternberg  
**Project Title:** Understanding Students’ Mathematical Competencies: An Exploration of the Impact of Contextualizing Mathematical Problems  
**Grant:** R305H030282


**FY 2004**

**Institution:** Boston College  
**Principal Investigator:** Michael Russell  
**Project Title:** Bridging the Gap: Applying Algebra Cognition Research to Develop and Validate Diagnostic Classroom Algebra Testlet  
**Grant:** R305H040099

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


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


**Institution:** University of Wisconsin, Madison  
**Principal Investigator:** Brian Bottge  
**Project Title:** Advancing the Math Skills of Low-Achieving Adolescents in Technology-Rich Learning Environments  
**Grant:** R305H040032


FY 2005

**Institution:** Duke University  
**Principal Investigator:** David Rabiner  
**Project Title:** A Randomized Trial of Two Promising Interventions for Students with Attention Problems  
**Grant:** R305H050036


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


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


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


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


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


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


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


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


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


Institution: University of Southern California
Principal Investigator: Carole Beal
Project Title: Dynamically Modifying the Learning Trajectories of Novices With Pedagogical Agents
Grant: R305H050052


**FY 2006**

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


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


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


Institution: University of Kentucky
Principal Investigator: Elizabeth Lorch
Project Title: Teaching the Logic of the Scientific Method in the Fourth Grade
Grant: R305H060150

**Institution:** The University of North Carolina at Chapel Hill School of Medicine  
**Principal Investigator:** Stephen Hooper  
**Project Title:** Attention, Memory, and Executive Functions in Written Language Expression in Elementary School Children  
**Grant:** R305H060042


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


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


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


Educational Data Mining 2008: 1st International Conference on Educational Data Mining, Proceedings (pp. 127-136). Montreal, Canada: UQAM.


Institution: Washington University, St. Louis
Principal Investigator: Henry Roediger, III
Project Title: Test-Enhanced Learning in the Classroom
Grant: R305H060080


FY 2007

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


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


Cognition and Student Learning


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


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


Institution: University of Oregon
Principal Investigator: Helen Neville
Project Title: Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance
Grant: R305B070018


Institution: George Mason University
Principal Investigator: Robert Pasnak
Project Title: An Economical Improvement in Literacy and Numeracy
Grant: R305B070542


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


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


Institution: University of California, San Diego
Principal Investigator: Harold E. Pashler
Project Title: Harnessing Retrieval Practice to Enhance Learning in Diverse Domains
Grant: R305B070537

Cognition and Student Learning


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


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


**FY 2008**

**Institution:** Carnegie Mellon University  
**Principal Investigator:** Robert Siegler  
**Project Title:** Improving Children's Numerical Understanding  
**Grant:** R305H080013


**Institution:** Kent State University  
**Principal Investigator:** Katherine Rawson  
**Title:** Developing the Retrieval-Monitoring-Feedback (RMF) Method for Improving the Durability and Efficiency of Student Learning  
**Grant:** R305A080316


**Institution:** Northwestern University  
**Principal Investigator:** Lance Rips  
**Project Title:** The Organization of Mathematical Knowledge  
**Grant:** R305A080341


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


**Institution:** University of Massachusetts, Amherst  
**Principal Investigator:** Beverly Woolf  
**Title:** Teaching Every Student: Using Intelligent Tutoring and Universal Design to Customize the Mathematics Curriculum  
**Grant:** R305A080664


**Institution:** University of Texas Health Science Center at Houston  
**Principal Investigator:** Jason Anthony  
**Title:** Efficacy of Earobics Step I in English Language Learners and Low SES Minority Children  
**Grant:** R305A080196


**Institution:** Vanderbilt  
**Principal Investigator:** Laura Novick  
**Title:** A Cognitive Approach to Implementing Tree Thinking in High School and College Biology Curricula  
**Grant:** R305A080621

Institution: Florida State University
Principal Investigator: Fara Rohani
Title: An Alternative Statewide Assessment Strategy that Uses Test Results to Support Learning and Includes Measures of Problem Solving
Grant: R305A110121

Early Learning Programs and Policies

FY2008

Institution: Florida State University
Principal Investigators: Cynthia Puranik and Christopher Lonigan
Project Title: Test of Emergent Writing Skills
Grant: R305A080488


Institution: Ohio State University
Principal Investigator: Laura Justice
Project Title: Efficacy of Read It Again! in Rural Preschool Settings
Grant: R305A080459

**Education Leadership**

**FY 2004**

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


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


**FY 2005**

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


**FY 2008**

**Institution:** University of Pennsylvania  
**Principal Investigator:** Porter Andrew  
**Project Title:** The Development and Validation of the Vanderbilt Assessment of Leadership in Education  
**Grant:** R305A080370


Education Leadership


**FY 2009**

**Institution:** Syracuse University  
**Principal Investigator:** Benjamin Dotger  
**Project Title:** School Leader Communication Model  
**Grant:** R305A090421


**FY 2010**

**Institution:** Stanford University  
**Principal Investigator:** Sussana Loeb  
**Project Title:** Assessing School Leaders’ Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study  
**Grant:** R305A100286


**Education Policy, Finance, and Systems**

**FY 2004**

**Institution:** Empirical Education  
**Principal Investigator:** Denis Newman  
**Project Title:** Low Cost Experiments to Support Local School District Decisions  
**Grant:** R305E040031  
R305E040096

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


**Institution:** Vanderbilt University  
**Principal Investigator:** Ellen Goldring  
**Project Title:** Public School Choice: Magnet Schools, Peer Effects, and Student Achievement  
**Grant:** R305E040056


**FY 2005**

**Institution:** National Bureau of Economic Research  
**Principal Investigator:** Patrick Bayer  
**Project Title:** The Unintended Consequences of a Major Education Policy Reform: California’s Class Size Reduction, Student Achievement, and the ‘Social Multiplier’  
**Grant:** R305E050137

Institution: National Bureau of Economic Research
Principal Investigator: Thomas Kane
Project Title: Implementing Public School Choice in Charlotte, NC: Impacts on Student Outcomes, Competitiveness and Racial Segregation
Grant: R305E050052


Institution: Pennsylvania State University
Principal Investigator: William Hartman
Project Title: Cost Accounting for Student-Level Resources
Grant: R305E050089


FY 2007

Institution: Carnegie Mellon University
Principal Investigator: Dennis Epple
Project Title: Determinants of Student Outcomes in an Urban School District: Educational Interventions and Family Choices
Grant: R305A07117


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


Institution: Stanford University
Principal Investigator: Sean Reardon
Project Title: The Effects of Racial School Segregation on the Black-White Achievement Gap
Grant: R305A070377


FY 2008

Institution: National Bureau of Economic Research
Principal Investigator: Susan Dynarski
Project Title: Catholic School Prices, Private School Attendance, and Student Outcomes
Grant: R305A080202


Institution: University of Pennsylvania
Principal Investigator: John Fantuzzo
Project Title: Kids Integrated Data System (KIDS): An Evidence-Based System for Enhancing Educational Proficiency and Social Adjustment
Grant: R305A080309


Institution: Carnegie Mellon University
Principal Investigator: David (Jack) Mostow
Project Title: Accelerating fluency development in an automated reading tutor
Grant: R305A080628


Institution: Harvard University
Principal Investigator: Christopher Dede
Project Title: Virtual Performance Assessments for Measuring Student Achievement in Science
Grant: R305A080141


Institution: University of Massachusetts, Amherst
Principal Investigator: Beverly Woolf
Project Title: Teaching Every Student: Using Intelligent Tutoring And Universal Design to Customize the Mathematics Curriculum
Grant: R305A080664


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


**Institution**: The University of Memphis  
**Principal Investigator**: Andrew Olney  
**Project Title**: Guru: A Computer Tutor that Models Expert Human Tutors  
**Grant**: R305A080594


Interventions for Struggling Adolescent and Adult Readers and Writers

FY 2007

Principal Investigator: Daryl Mellard
Institution: University of Kansas
Project Title: Improving Adults’ Reading Outcomes with Strategic Tutoring and Content Enhancement Routines
Grant: R305B070129


FY 2008

Principal Investigator: Sharon Vaughn
Institution: University of Texas, Austin
Project Title: Project Collaborative Strategic Reading (CSR): Interventions for Struggling Adolescent and Adult Readers and Writers
Grant: R305A080608

Mathematics and Science Education

FY 2003

Institution: Carnegie Mellon University
Principal Investigator: Kenneth Koedinger
Project Title: Using Web-Based Cognitive Assessment Systems for Predicting Student Performance on State Exams
Grant: R305K030140


**FY 2004**

**Institution:** Education Development Center  
**Principal Investigator:** Margaret Clements  
**Project Title:** Examination of the Impact of Big Math for Little Kids (BMLK) on Pre-K and Kindergarten Students’ Learning of Math  
**Grant:** R305K040001


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


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


FY 2005

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


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


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


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


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


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


**FY 2006**

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


Institution: University of Minnesota  
Principal Investigator: Asha Jitendra  
Project Title: Enhancing the Mathematical Problem Solving Performance of Sixth Grade Students Using Schema-based Instruction  
Grant: R305K060002


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


FY 2007

Institution: Teachers College, Columbia University  
Principal Investigator: Herbert Ginsburg  
Project Title: mCLASS: Math: Development and Analysis of an Integrated Screening, Progress Monitoring, and Cognitive Assessment System for K-3 Mathematics  
Grant: R305B070325


Institution: University of Alaska  
Principal Investigator: Jerry Lipka  
Project Title: Determining the Potential Efficacy of 6th Grade Math in a Cultural Context  
Grant: R305A070218


Institution: University of California, Berkeley  
Principal Investigator: Geoffrey Saxe  
Project Title: Teaching Fractions and Integers: The Development of a Research-Based Instructional Practice  
Grant: R305B070299


Institution: University of Massachusetts, Dartmouth  
Principal Investigator: Stephen Hegedus  
Project Title: Democratizing Access to Core Mathematics Grades 9-12  
Grant: R305B070430


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


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


FY 2008

**Institution:** Pacific Institutes for Research  
**Principal Investigator:** Scott Baker  
**Project Title:** Early Learning in Mathematics: Efficacy in Kindergarten Classrooms  
**Grant:** R305A080114

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


**Institution:** University of Illinois, Urbana-Champaign  
**Principal Investigator:** Sarah Lubienski  
**Project Title:** A Longitudinal Study of Gender and Mathematics Using ECLS Data  
**Grant:** R305A080147


**Institution:** University of Oregon  
**Principal Investigator:** Scott Baker  
**Project Title:** Early Learning in Mathematics: Efficacy in Kindergarten Classrooms  
**Grant:** R305A080699


**Institution:** Rutgers University  
**Principal Investigator:** Cindy Hmelo-Silver  
**Project Title:** Systems and Cycles: Using Structure-Behavior-Function Thinking as a Conceptual Tool for Understanding Complex Natural Systems in Middle School Science  
**Grant:** R305A090210

Middle School and High School Reform

FY 2008

Institution: MDRC
Principal Investigator: Julie Edmunds
Project Title: Dual Enrollment—Early College
Grant: R305R060022


Institution: Consortium of Chicago Public Schools
Principal Investigator: Elaine Allensworth
Project Title: Chicago Public School Reform
Grant: R305R060059


**Institution**: Harvard University  
**Principal Investigator**: Richard Murnane  
**Project Title**: The Consequences for High School Students of Failing State Exit Exams: Evidence from Massachusetts  
**Grant**: R305A080127

National Research and Development Centers

FY 2004

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

Journal Articles


Books


Book Chapters


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

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

### Journal Articles


Irvin, M. J., Hannum, W. H., De La Varre, C., and Farmer, T. W. (in press). Barriers to Distance Education in Rural Schools. *Quarterly Review of Distance Education.*


**Published Proceedings**


**Book Chapters**


Technical Reports and Monographs


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

Institution: Vanderbilt University
Principal Investigator: Ellen Goldring
Project Title: National Center on School Choice
Grant: R305A040043

Journal Articles


**Book Chapters**


Technical Reports


**Books**


**Books by Center Partners**


**Working Papers**


Peterson, Paul E. (2007). *School Reform in Philadelphia: A Comparison of Student Achievement at Privately-Managed Schools with Student Achievement in Other District Schools.* PEPG 07-03 Harvard University.


**Center Website:** [http://www.vanderbilt.edu/schoolchoice/](http://www.vanderbilt.edu/schoolchoice/)

**FY 2005**

**Institution:** University of California at Los Angeles (UCLA)  
**Principal Investigator:** Eva Baker  
**Project Title:** Center for Research on Evaluation, Standards and Student Testing (CRESST)  
**Grant:** R305A050004

**Journal Articles**


**Book Chapters**


Conference Proceedings


Technical Reports


Center Website: http://www.cse.ucla.edu/
**Institution:** University of Houston  
**Principal Investigator:** David Francis  
**Project Title:** Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)  
**Grant:** R305A050056

**Journal Articles**


**Briefs**


**Center Website:** [http://www.cal.org/create/](http://www.cal.org/create/)

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**FY 2006**

**Institution:** Columbia University, Teacher College  
**Principal Investigator:** Thomas Bailey  
**Project Title:** National Center for Postsecondary Research  
**Grant:** R305A060010

**Journal articles**


**Technical reports and working papers**


**Briefs**


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

Journal Articles:


**Books:**


**Book Chapters:**


**Working Papers:**


Research Notes:


Policy Briefs:


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


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

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


Pianta, R.C., Barnett, W.S., Burchinal, M., and Thornburg, K.R. (in press). The Effects of Preschool Education: What We Know, How Public Policy is or is Not Aligned With the Evidence Base, and What We Need to Know. *Psychological Science in the Public Interest.*


Book Chapters


Books


White Papers


NCRECE in Focus Brief Reports


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/NCRECEInFocusV1I2Thresholdanalysis.pdf


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

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

Journal Articles


Books

Technical Reports and Monographs


Working Papers


**Policy Briefs**


Research Brief


Video Lecture Series


Other


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

### FY 2008

**Institution:** Harvard University  
**Principal Investigator:** Thomas Kane  
**Project Title:** National Center for Teacher Effectiveness: Validating Measures of Effective Math Teaching  
**Grant:** R305C090023  

**Journal Articles:**


**Center Website:** [http://www.gse.harvard.edu/~pfpie/index.php/ncte/](http://www.gse.harvard.edu/~pfpie/index.php/ncte/)
Institution: 21st Century Partnership for STEM Education
Principal Investigator: Joseph F. Merlino
Project Title: National Center on Cognition and Science Instruction
Grant: R305C080009

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

FY 2009

Institution: University of Nebraska, Lincoln
Principal Investigator: Susan Sheridan
Project Title: National Center for Research on Rural Education
Grant: R305C090022

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

FY 2010

Institution: Vanderbilt University
Principal Investigator: Thomas Smith
Project Title: National Center on Scaling Up Effective Schools
Grant: R305C100023

Center Website: http://www.scalingupcenter.org
Preschool Curriculum Evaluation Research


**FY 2002**

**Institution:** Purdue University  
**Principal Investigator:** Douglas Powell  
**Project Title:** Impact of the Project Approach on Children’s School Readiness and School Achievement  
**Grant:** R305J020027


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


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


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


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


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


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


**FY 2003**

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


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


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


Preschool Curriculum Evaluation Research


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


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


Postsecondary Education

FY 2006

Institution: Florida State University
Principle Investigator: Shouping Hu
Title: State Merit Aid Program and Student College Choice and Success: Evaluating the Efficacy of Florida’s Bright Futures program
Award number: R305A110609


FY 2007

Institution: Correctional Education Association
Principal Investigator: Stephen Steurer
Project Title: Developing a Program of Postsecondary Academic Instruction Over the Corrections Learning Network
Grant: R305B070077


Institution: University of California, Davis
Principal Investigator: Michal Kurlaender
Project Title: The Effects of Institutional Practices on Postsecondary Trajectories – Matriculation, Persistence and Time to Degree
Grant: R305B07377


Institution: The University of Texas at Dallas
Principal Investigator: Isaac McFarlin Jr.
Project Title: The Effects of College Remediation on Students Academic and Labor Market Outcomes
Grant: R305B070581

**Reading and Writing**

**FY 2002**

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


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

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


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


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


FY 2003

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


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


Institution: Pennsylvania State University  
Principal Investigator: Bonnie Meyer  
Project Title: Intelligent Tutoring Using the Structure Strategy to Improve Reading Comprehension of Middle School Students  
Grant: R305G030072


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


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


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


**Institution**: University of Illinois, Champaign-Urbana  
**Principal Investigator**: Georgia Garcia  
**Project Title**: Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement  
**Grant**: R305G03140


**FY 2004**

**Institution**: Northern Illinois University  
**Principal Investigators**: Joseph Magliano and Keith Millis  
**Project Title**: Assessing Reading Comprehension With Verbal Protocols and Latent Semantic Analysis  
**Grant**: R305G04055


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**Institution**: State University of New York, Buffalo

**Principal Investigator**: James Collins

**Project Title**: Writing Intensive Reading Comprehension: Effects of Comprehension Instruction With and Without Integrated Writing Instruction on Fourth and Fifth Grade Students’ Reading Comprehension and Writing Performance

**Grant**: R305G04153


**Institution**: University of Colorado

**Principal Investigator**: Barbara Wise

**Project Title**: ICARE: Independent Comprehensive Adaptive Reading Evaluation System

**Grant**: R305G04097


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


Institution: University of Memphis
Principal Investigator: Danielle McNamara
Project Title: iSTART: Interactive Strategy Trainer for Active Reading and Thinking
Grant: R305G040046


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


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


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


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


**FY 2005**

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


Institution: Ohio State University (original award to University of Virginia)
Principal Investigator: Laura Justice
Project Title: Print Referencing Efficacy
Grant: R305G050005 (original award number R305G050057)


**Institution:** Texas A and M University  
**Principal Investigator:** Jorge Gonzalez  
**Project Title:** Project Words of Oral Reading and Language Development (Project WORLD)  
**Grant:** R305G050121


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


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


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


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


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


Reading and Writing


FY 2006

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


Jimenez, K. Leander, D. Rowe (Eds.), 57th Annual Yearbook of the National Reading Conference (pp. 325-340). Oak Creek, WI: National Reading Conference.


FY 2007

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


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


Principal Investigator: Patricia Vadasy
Institution: Washington Reading Institute
Project Title: Efficacy of Sound Partners Supplemental Tutoring for ELL Students, Grades K-1
Grant Award Number: R305A070324


FY 2008

Institution: Carnegie Mellon University
Principal Investigator: David (Jack) Mostow
Project Title: Developing Vocabulary in an Automated Reading Tutor
Grant: R305A080157


2009

Institution: University of Maryland, College Park
Principal Investigator: Rebecca Silverman
Project Title: Investigating Vocabulary Breadth and Depth and Comprehension in English Monolingual and Spanish-English Bilingual Elementary School Students
Grant: R305A090152


Institution: Ohio State University
Principal Investigator: George Newell
Project Title: Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms
Grant: R305A100786

Social and Behavioral Context to Support Academic Learning

FY 2009

Institution: Johns Hopkins University  
Principal Investigator: Catherine Bradshaw  
Project Title: Examining Variation in the Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS)  
Grant: R305A090307


Social and Character Development


**FY 2003**

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


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


**Institution:** University of North Carolina at Chapel Hill  
**Principal Investigators:** Thomas Farmer, Mark Fraser  
**Project Title:** Social and Character Development in Rural Youth: The Competence Support Program  
**Grant:** R305L030162


State and Local Programs and Policies

2010

Institution: Harvard University
Principal Investigator: Richard Murnane
Project Title: Intended and Unintended Consequences of State High-Stakes Testing: Evidence from Standards-Based Reform in Massachusetts
Grant: R305E100013


Statistical and Research Methodology in Education

FY 2009

Institution: MDRC
Principal Investigator: Howard Bloom
Project Title: Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts
Grant: R305D090008


Institution: Rand Corporation
Principal Investigator: Howard Bloom
Project Title: Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts
Grant: R305D090011


Institution: RAND Corporation
Principal Investigator: John Engberg
Project Title: Estimation and Inference in Education Research When Actions by Participants Impact Validity and Availability of Data
Grant: R305D090016


Institution: NORC
Principal Investigator: Stephen Raudenbush
Project Title: Development of Accessible Methodologies and Software in Hierarchical Models with Missing Data
Grant: R305D090022


Statistics and Research Methodology in Education

FY 2010

Institution: MDRC
Principal Investigator: Howard Bloom
Project Title: Regression Discontinuity Designs with Assignment Based on Multiple Rating Scores: Statistical Properties and Issues in the Context of Educational Evaluation
Grant: R305D100027


Institution: Northwestern University
Principal Investigator: Thomas Cook
Project Title: Better Warranted Quasi-Experimental Practice for Evidence Based Practical Research
Grant: R305D100033


**Institution:** University of California – Los Angeles  
**Principal Investigator:** Li Cai  
**Project Title:** Non-linear Multilevel Latent Variable Modeling with a Metropolis-Hastings Robbins-Monro Algorithm  
**Grant:** R305D100039


**Institution:** University of California – Merced  
**Principal Investigator:** William Shadish  
**Project Title:** A d-Estimator for Single Case Designs  
**Grant:** R305D100046

FY 2011

**Institution:** University of Wisconsin – Madison  
**Principal Investigator:** David Kaplan  
**Project Title:** Bayesian Inference for Experimental and Observational Studies in Education  
**Grant:** R305D110001


**Institution:** Stanford University  
**Principal Investigator:** Sean Reardon  
**Project Title:** Addressing Practical Problems in Achievement Gap Estimation: Nonparametric Methods for Censored Data  
**Grant:** R305D110018

Teacher Quality – Mathematics and Science

FY 2003

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


FY 2005

Institution: SRI International
Principal Investigator: William R. Penuel
Project Title: Comparing the Efficacy of Three Approaches to Improving Teaching Quality in Science Education: Curriculum Implementation, Design, and Adaptation
Grant: R305M050226


Institution: South Carolina Department of Education
Principal Investigator: Christina Schneider
Project Title: Investigating the Efficacy of a Professional Development Program in Classroom Assessment for Middle School Reading and Mathematics
Grant: R305M050270

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


**FY 2006**

**Institution:** University of California.  
**Principal Investigator:** Roland Tharp  
**Project Title:** Integrating Science and Diversity Education: A model of Pre-Service Elementary Teacher Preparation  
**Grant:** R305M060065


**Institution:** LessonLab, Inc.

**Principal Investigator:** Nicole Kersting

**Project Title:** Using Video Clips of Classroom Instruction as Item Prompts to Measure Teacher Knowledge of Teaching Mathematics: Instrument Development and Validation

**Grant:** R305M060057


**FY 2009**

**Institution:** University of Cincinnati

**Principal Investigator:** Carla Johnson

**Project Title:** INSPIRE: Urban Teaching Fellows Program

**Grant:** R305A090145


Teacher Quality – Reading and Writing

FY 2003

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


Institution: Instructional Research Group
Principal Investigator: Russell Gersten
Project Title: Teacher Quality Study: An Investigation of the Impact of Teacher Study Groups as a Means to Enhance the Quality of Reading Instruction for First Graders in High Poverty Schools in Two States
Grant: R305M030052


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


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


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


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


**Institution:** University of Chicago  
**Investigator:** Anthony Bryk  
**Title:** Can Literacy Professional Development be Improved with Web-based Collaborative Learning Tools: A Randomized Field Trial  
**Grant:** R305M040086


**Institution:** University of North Carolina, Chapel Hill  
**Principal Investigator:** Virginia Buysee  
**Project Title:** Improving Teacher Quality to Address the Language and Literacy Skills of Latino Children in Pre-Kindergarten Programs  
**Grant:** R305M040032


Gillanders, C. and Castro, D. C. (in press) Storybook Reading for Young English Language Learners. *Young Children*.
Institution: Florida State University
Principal Investigator: Alysia Roehrig
Project Title: Identifying the Conditions under Which Large Scale Professional Development Policy Initiatives Are Related to Teacher Knowledge, Instructional Practices, and Student Reading Outcomes
Grant: R305M050122


Institution: Texas A and M University
Principal Investigator: Deborah Simmons
Project Title: Enhancing the Quality of Expository Text Instruction through Content and Case-Situated Professional Development
Grant: R305M050121


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


Teacher Quality – Reading and Writing

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


FY 2006

Institution: University of California, Irvine
Principal Investigator: Carol Olson
Project Title: The Pathway Project: A Cognitive Strategies Approach to Reading and Writing Instruction for Teachers of Secondary English Language Learners
Grant: R305W060016


Institution: University of Pittsburgh
Principal Investigator: Lindsay Clare Matsumura
Project Title: Content-Focused Coaching for High Quality Reading Instruction
Grant: R305M060027


FY 2007

Institution: Purdue University
Principal Investigator: Douglas Powell
Project Title: Classroom Links to Vocabulary and Phonological Sensitivity Skills
Grant: R305B070605

Teacher Quality – Reading and Writing


FY 2008

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


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


Unsolicited and Other Awards

FY 2002

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


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

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.]


Mathes, P.G. (2005). *The Teacher’s Tutor.* Columbus, OH: SRA. [Staff Development CD/DVD to supplement Early Interventions in Reading].


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


**FY 2003**

**Institution:** Georgetown University  
**Principal Investigator:** Sharon Ramey  
**Project Title:** Building Language for Literacy and Core Knowledge  
**Grant:** R305J030120


**Institution:** McLean Hospital  
**Principal Investigator:** Gil Noam  
**Project Title:** The New 3R’s – Reading, Resilience, and Relationships in After-School Programs  
**Grant:** R305W030036


**FY 2007**

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


Institution: University of California, Los Angeles
Principal Investigator: Eva Baker
Project Title: Latent Variable Regression 4-Level/5-Level Hierarchical Models for Experimental, Quasi-experimental Studies, Evaluation Studies, and Teacher and/or School Accountability Research
Grant: R305U070004


Institution: Northwestern University
Principal Investigator: Greg Duncan
Project Title: The Effects of Disadvantaged Schools and Neighborhoods on the Education of Low-Income Youth
Grant: R305U070006


Institution: University of Illinois at Chicago
Principal Investigator: Jennifer Wiley
Project Title: Awards for Research in Cognition and Student Learning
Grant: R305U070001


Institution: University of Iowa
Principal Investigator: Andrew Ho
Project Title: Evaluating the Impact of the Choice of Test Score Scale on the Measurement of Individual Student Growth
Grant: R305U070008