

**2022-23**

**Faculty Publication List**

1. Hallett-Njuguna, R. (2023). Big Books Have a Big Impact on Elementary Science Education, *Journal of College Science Teaching*, 52(6), 23-29.
2. Schoen, R. C, Whitacre, I., & Champagne, Z. (2023). Word problem performance of U.S. first graders in the 20th century and Common Core era. *Journal for Research in Mathematics Education*, 54(1), 24–42.
3. Paredes, C., Barnes-Story, A. E., Zuilkowski, S., & Akinrinmade, B. (in press). The potential of non-formal learning programs to close reading gaps for out-of-school children: Findings from northern Nigeria. *Global Education Review*.
4. Barroso, C., Ganley, C. M., Schoen, R. C., & Schatschneider, C. (2023). Investigating the conceptualization of children’s intelligence mindset: A closer look in the domain of mathematics. *Contemporary Educational Psychology*, 73, 1–15.
5. Arango, M. P., & Zuilkowski, S. S. (2023). Differentiated meanings of education in the reintegration of ex-combatants in Colombia. *Discourse: Studies in the Cultural Politics of Education*, 44(4), 509-521.
6. Schoen, R. C., Lewis, C. C., Rhoads, C., Lai, K., & Riddell, C. M. (2023). Impact of lesson study and fractions resources on third- and fourth-grade classroom instruction and student learning in fractions. *Journal of Experimental Education*.
7. Wawire, B. A., Barnes-Story, A. E., Kiru, E. W. & Kim, S. (in press). The impact of COVID-19 pandemic on early grade literacy in sub-Saharan Africa: a scoping review of impact, response, and recovery. *Current Issues in Comparative Education*.
8. Wawire, B. A. & Barnes-Story, A. E., Piper, B. (2023). Supporting multilingual children at-risk of reading failure: Impacts of a multilingual structured pedagogy literacy intervention in Kenya. *Reading and Writing: A Multidisciplinary Journal*. DOI:10.1007/s11145-023-10453-z
9. Rockers, P., Zuilkowski, S. S., & Fink, G. (2023). Childhood Adversity and Educational Attainment: Evidence from Zambia on the Role of Personality. *Frontiers in Psychology*, 14, 1-9.
10. Zuilkowski, S. S., Lee, J., & Puplampu, N. (2023). How do teachers organize primary school literacy environments in Zambia and Mozambique? In R. Malatesha Joshi, Catherine A. McBride, Bestern Kaani, & Gad Elbeheri (Eds.), *Handbook of Literacy in Countries in Africa*. Springer.
11. Wawire, B.A., Ojiambo, P., Muchira, J., Wawire, P.N., (2023). Effective Intensive Language Programs: The Case study of a Kiswahili STARTALK Program Model. *Journal of National Council of Less Commonly Taught Languages*. <https://doaj.org/article/a827098146bd410783811d4b09a86989>
12. Wawire, B.A., Barnes-Story A., Kiru E., Kim, S., (2023). Primary school learning in sub-Saharan Africa during COVID-19: a scoping review of responses and recovery initiatives induced. *Compare: A Journal of Comparative and International Education*. <https://journals.library.columbia.edu/index.php/cice/article/view/9969/5908>
13. Muchira J.M., Morris R. J., Wawire B.A., & Oh C., (2023). Implementing Competency Based Curriculum (CBC) in Kenya: Challenges and Lessons from Korea and USA. *Journal of Education and Learning*. <https://doi.org/10.5539/jel.v12n3p62>

**Publications authored jointly with other faculty at FSU**

1. Paredes, C., Barnes-Story, A. E., Zuilkowski, S., & Akinrinmade, B. (in press). The potential of non-formal learning programs to close reading gaps for out-of-school children: Findings from northern Nigeria. *Global Education Review*.
2. Barroso, C., Ganley, C. M., Schoen, R. C., & Schatschneider, C. (2023). Investigating the conceptualization of children's intelligence mindset: A closer look in the domain of mathematics. *Contemporary Educational Psychology*, 73, 1–15.
3. Wawire, B. A., Barnes-Story, A. E., Kiru, E. W. & Kim, S. (in press). The impact of COVID-19 pandemic on early grade literacy in sub-Saharan Africa: a scoping review of impact, response, and recovery. *Current Issues in Comparative Education*.
4. Wawire, B. A. & Barnes-Story, A. E., Piper, B. (2023). Supporting multilingual children at-risk of reading failure: Impacts of a multilingual structured pedagogy literacy intervention in Kenya. *Reading and Writing: A Multidisciplinary Journal*. DOI:10.1007/s11145-023-10453-z
5. Wawire, B.A., Barnes-Story A., Kiru E., Kim, S., (2023). Primary school learning in sub-Saharan Africa during COVID-19: a scoping review of responses and recovery initiatives induced. *Compare: A Journal of Comparative and International Education*.  
<https://journals.library.columbia.edu/index.php/cice/article/view/9969/5908>

#### **Publications authored jointly with students at LSI**

1. Arango, M. P., & Zuilkowski, S. S. (2023). Differentiated meanings of education in the reintegration of ex-combatants in Colombia. *Discourse: Studies in the Cultural Politics of Education*, 44(4), 509-521.
2. Schoen, R. C., Lewis, C. C., Rhoads, C., Lai, K., & Riddell, C. M. (2023). Impact of lesson study and fractions resources on third- and fourth-grade classroom instruction and student learning in fractions. *Journal of Experimental Education*.
3. Barroso, C., Ganley, C. M., Schoen, R. C., & Schatschneider, C. (2023). Investigating the conceptualization of children's intelligence mindset: A closer look in the domain of mathematics. *Contemporary Educational Psychology*, 73, 1–15.

#### **Publications authored jointly with faculty at locations other than FSU**

1. Wawire, B. A., Barnes-Story, A. E., Kiru, E. W. & Kim, S. (in press). The impact of COVID-19 pandemic on early grade literacy in sub-Saharan Africa: a scoping review of impact, response, and recovery. *Current Issues in Comparative Education*.
2. Wawire, B. A. & Barnes-Story, A. E., Piper, B. (2023). Supporting multilingual children at-risk of reading failure: Impacts of a multilingual structured pedagogy literacy intervention in Kenya. *Reading and Writing: A Multidisciplinary Journal*. DOI:10.1007/s11145-023-10453-z

3. Rockers, P., Zuilkowski, S. S., & Fink, G. (2023). Childhood Adversity and Educational Attainment: Evidence from Zambia on the Role of Personality. *Frontiers in Psychology, 14*, 1-9.
4. Zuilkowski, S. S., Lee, J., & Puplampu, N. (2023). How do teachers organize primary school literacy environments in Zambia and Mozambique? In R. Malatesha Joshi, Catherine A. McBride, Bestern Kaani, & Gad Elbeheri (Eds.), *Handbook of Literacy in Countries in Africa*. Springer.
5. Schoen, R. C., Lewis, C. C., Rhoads, C., Lai, K., & Riddell, C. M. (2023). Impact of lesson study and fractions resources on third- and fourth-grade classroom instruction and student learning in fractions. *Journal of Experimental Education*.

## 2021-2022

### Faculty Publication List

1. Wawire, B. A. & Barnes-Story, A. E. (2022). Translanguaging for multilingual literacy: Pedagogical approaches for classroom practitioners. *Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2022.2094702>
2. Zuilkowski, S. & Marty, A. H. (2021). Student perceptions of school safety and student learning outcomes in a context of protracted conflict. *International Journal of Educational Development, 8*. <https://doi.org/10.1016/j.ijedudev.2021.102372>
3. Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. (2021). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*. <https://doi.org/10.1111/lit.12268>
4. Farfan, G. (2021). Examining the instructional readiness of pre-service teachers via their epistemic and mathematics instruction beliefs. In Olanoff, D., Johnson, K., & Spitzer, S. (Eds.), *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1112-1113). Philadelphia, PA.
5. Farfan, G. (2021). Cognitive effects of sleep deficiency on students' mathematical proficiency: A review of the literature. *The New School Psychology Bulletin, 18*(1), 19-37.
6. Farfan, G., & Schoen, R. (2021). Elementary students' understanding of the equals symbol: Do Florida students outperform their peers? *Dimensions in Mathematics, 41*(1), 27-38.
7. Farfan, G. (2021, October). Examining the instructional readiness of pre-service teachers via their epistemic and mathematics instruction beliefs [Recorded poster presentation]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43), Philadelphia, PA.
8. Lee, J., & Zuilkowski, S. S. (2022). "I can teach what's in the book": Understanding the why and how behind teachers' implementation of an SEL-focused curriculum in rural Malawi. *British Journal of Educational Psychology, 92*(3), 974-993.

9. Adamu, A., Aisha Umar Tsiga, & Zuilkowski, S. S. (2022). Teaching reading in northern Nigeria: the challenges of large class size. *Pedagogy, Culture, and Society*, 30(2), 225-242.
10. Arango, M. P., & Zuilkowski, S. S. (2022). The Role of Technical and Vocational Education in the Social Reintegration of Ex-Combatants: Insights from Demobilized Colombian Participants. *Journal of Education in Emergencies*, 8(1).
11. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., Ganley, C. M., & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review*, 29, 699-720.
12. Casey, B. M., & Ganley, C. M. (2021). An examination of gender differences in spatial skills and math attitudes in relation to mathematics success: A bio-psychosocial model. *Developmental Review*, 60, 100963.
13. Hall-Mills, S., Barnes, A., Mekonnen, D., Fesmire, M., & Ramos Mattoussi, F. (2021). Contextualizing preservice teacher education materials and instruction in multilingual Ethiopia. In Carol Benson, & Kimmo Kosonen (Eds.), *Language Issues in Comparative Education II: Policy and Practice in Multilingual Education Based on Non-Dominant Languages* (pp. 189-207). Leiden & Boston: Brill Sense.
14. Schoen, R. C., Whitacre, I., & Champagne, Z. M. (In-press). Relative difficulty of additive word problems for U.S. first graders: Synthesizing and updating the literature. *Journal for Research in Mathematics Education*.
15. Schoen, R. C., Champagne, Z., Whitacre, I., & McCrackin, S. (2021). Comparing the number and distribution of additive word problems in first-grade U.S. textbooks in the 1980s and the Common Core era. *School Science and Mathematics*, 121(2), 110–121.

### **Student Publications**

1. Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. (2021). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*.
2. Arango, M. P., & Zuilkowski, S. S. (2022). The Role of Technical and Vocational Education in the Social Reintegration of Ex-Combatants: Insights from Demobilized Colombian Participants. *Journal of Education in Emergencies*, 8(1).
3. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., Ganley, C. M., & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review*, 29, 699-720.
4. Akinrinmade, B., Ammani, M., & Zuilkowski, S. (2021). Parental support for literacy development of early grade children during COVID-19 school closures in Northern Nigeria. *Global Education Review*, 8(1), 1-13.
5. Paredes, C., Barnes, A., Zuilkowski, S. & Akinrinmade, B. (under review). The potential of non-formal learning programs to close reading gaps for out-of-school children: Findings from Northern Nigeria. *Global Education Review*.
6. Danyaro, A., Marty, A., Akinrinmade, B., & Zuilkowski, S. (in press). The teaching of reading comprehension in Kano State, Nigeria. *Nigerian Journal of Reading Research*.

### **Publications authored jointly with other faculty at FSU**

1. Zuilkowski, S. & Marty, A. H. (2021). Student perceptions of school safety and student learning outcomes in a context of protracted conflict. *International Journal of Educational Development*, 8.
2. Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. (2021). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*.
3. Farfan, G., & Schoen, R. (2021). Elementary students' understanding of the equals symbol: Do Florida students outperform their peers? *Dimensions in Mathematics*, 41(1), 27-38.
4. Hall-Mills, S., Barnes, A., Mekonnen, D., Fesmire, M., & Ramos Mattoussi, F. (2021). Contextualizing preservice teacher education materials and instruction in multilingual Ethiopia. In Carol Benson, & Kimmo Kosonen (Eds.), *Language Issues in Comparative Education II: Policy and Practice in Multilingual Education Based on Non-Dominant Languages* (pp. 189-207). Leiden & Boston: Brill Sense.

### **Publications authored jointly with students at LSI**

1. Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. (2021). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*.
2. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., Ganley, C. M., & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review*, 29, 699-720.

### **Publications authored jointly with faculty at locations other than FSU**

1. Kabir, U., Marty, A. H., Akinrinmade, B., & Zuilkowski, S. (2021). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*.
2. Adamu, A., Aisha Umar Tsiga, & Zuilkowski, S. S. (2022). Teaching reading in northern Nigeria: the challenges of large class size. *Pedagogy, Culture, and Society*, 30(2), 225-242.
3. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., Ganley, C. M., & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review*, 29, 699-720.
4. Casey, B. M., & Ganley, C. M. (2021). An examination of gender differences in spatial skills and math attitudes in relation to mathematics success: A bio-psycho-social model. *Developmental Review*, 60, 100963.

### **Extension or outreach publications**

1. Sani Mwanza, D., Solum, K., & Zuilkowski, S. S. (2022, July). Negotiating Translanguaging in a Monoglossic Language Policy-oriented Teacher Training Programme: Lessons from the Transforming Teacher Education Project in

- Zambia. Delivered at University of the Witwatersrand, Hub for Multilingual Education and Literacies, virtual. (International)
2. Schoen, R. C., Rhoads, C., Perez, A. L., Tazaz, A. M., & Secada, W. G. (2022). Impact of Cognitively Guided Instruction on Elementary School Mathematics Achievement: Five Years after the Initial Opportunity. Florida State University. [Working paper.]
  3. Schoen, R. C., Bray, W.S., Tazaz, A. M., & Buntin, C. K. (2022). A description of the Cognitively Guided Instruction professional development program in Florida: 2013–2020. Florida State University.
  4. Schoen, R. C., Buntin, C., Guven, A., & Yang, X. (2021). Elementary mathematics student assessment: Measuring the performance of grade K, 1, 2, and 3 students in number (whole numbers and fractions), operations, and algebraic thinking in spring 2019. (Research Report No. 2021-03). Florida State University.
  5. Schoen, R.C., Yang, X., & Solmaz, G. (2021). Psychometric Report for the 2019 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) Test (Research Report No. 2021-04). Florida State University.
  6. Schoen, R. C., & Koon, S. (2021). Effects of an inquiry-oriented curriculum and professional development program on grade 7 students' understanding of statistics and on statistics instruction (REL 2021–055). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
  7. Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). Psychometric report for the Beliefs about Mathematics Teaching and Learning (B-MTL) assessment in 2021. [Data set]. Open Science Framework.
  8. Schoen, R. C., Guven, A., Solmaz, G., Liu, L., & Tazaz, A. (2022). Psychometric report for the Beliefs about Mathematics Teaching and Learning (B-MTL) assessment in 2020. [Data set]. Open Science Framework.
  9. Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). Beliefs about Mathematics Teaching and Learning (B-MTL): Second administration by participant in 2019. [Data set]. Open Science Framework.
  10. Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). Beliefs about Mathematics Teaching and Learning (B-MTL): First administration by participant in 2019. [Data set]. Open Science Framework.
  11. Schoen, R. C., Buntin, C., Guven, A., Yang, X., & Solmaz, G. (2021, September 30). Elementary Mathematics Student Assessment: Measuring the performance of Grade K, 1, 2, and 3 Students in number (whole number and fractions), operations, and algebraic thinking in fall 2018. [Data set]. Open Science Framework.
  12. Schoen, R. C., & Lewis, C. (2021, November 19). Improvement of elementary fractions instruction: Randomized controlled trial using lesson study with a fractions resource kit (ICPSR 38205; Version V1). [Data set]. ICPSR.

### **National conference papers submitted**

1. Barnes-Story, A. E. & Chiuye, G. (2022, virtual). UPread & NRPIE - Expanding the National Reading Program to include upper primary learners. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)

2. Fesmire, M., Marty, A. H., Schell, K., & Barnes-Story, A. E. (2022, virtual). Pre-service course modules development: ensuring coherence with MTB-MLE in-service training program. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)
3. Schell, K., Marty, A. H., Fesmire, M., & Barnes-Story, A. E. (2022, virtual). Bridging the pre-service/in-service divide so pre-service teachers can thrive in MTB-MLE. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)
4. Barnes, A. E. (2021, virtual). Reading Comprehension in Upper Primary School: Use of Questioning Techniques and Graphic Organizers. Presentation at the 65th annual conference of the Comparative and International Education Society. (International)
5. Park-Gaghan, T., Park, P., Dyehouse, M., & Herrington, C. (under review). Choosing Over Time: A Longitudinal Study of a Means-Based Student Tax-Credit Scholarship Program, 2011-2019. Submitted to the American Educational Research Association (AERA)
6. Marty, A.H. & Sánchez Vincitore, L. (April 2022). Families in the Dominican Republic: Parents' voices on resources, strategies, and challenges to support literacy during the COVID-19 pandemic. Paper submitted to the Annual Conference of the Comparative and International Education Society, Virtual
7. Schoen, R., Farfan, G., & Buntin, C. (under review). Observing mathematics instruction through video recorded by teachers: Lessons learned and future directions. AERA 2023 Annual Meeting, Chicago IL, United States
8. Zuilkowski, S. S., Solum, K., & Mwanza, D. (presented 2022, April). Shaking the rust off: engaging pre-service teacher education programs to improve primary grade reading outcomes in Zambia. Presentation at Annual Conference, Comparative and International Education Society, Minneapolis. (International)
9. Mincey, R. (2022). Leveling up pre-service teacher education in Zambia: Processes and preliminary findings in curriculum development.
10. Flavia Ramos-Mattoussi (Panel Organizer/Presenter) (2022) "Uzbekistan Education for Excellence Program: Supporting Sustainable Educational Reforms in The Republic of Uzbekistan" proposal accepted for the 67th Annual Conference of the Comparative and International Education Society, February 14 - 22, 2023, Washington, DC.
11. Schoen, R. C., Rhoads, C., Tazaz, A. M., Secada, W. G., & Stone, A. (2021, September 26–29). Impact of Cognitively Guided Instruction on elementary school math achievement: Five years after the initial opportunity. Paper presented at the annual conference of the Society for Research in Educational Effectiveness. [Conference held virtually.]
12. Schoen, R. C., Li, L., Yang, X., Guven, A., & Riddell, C. (2021, September 26–29). Using a many-facet Rasch model to gain insight into measurement of instructional practice in mathematics. Paper presented at the annual conference of the Society for Research in Educational Effectiveness. [Conference held virtually.]
13. Schoen, R. C., & Buntin, C. K. (2021, November). Using field-test data to inform decisions about using constructed-response and selected-response items. [Poster presentation]. 43rd Annual Meeting of the North American Chapter of the

International Group for the Psychology of Mathematics Education (PME-NA 43), Philadelphia, Pennsylvania.

14. Yang, X., Solmaz, G., & Schoen, R. C. (2021, October 14–17). Psychometric analysis of 2019 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) [Poster presentation]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43), Philadelphia, Pennsylvania.

### **National conference papers accepted**

1. Barnes-Story, A. E. & Chiuye, G. (2022, virtual). UPread & NRPIE - Expanding the National Reading Program to include upper primary learners. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)
2. Fesmire, M., Marty, A. H., Schell, K., & Barnes-Story, A. E. (2022, virtual). Pre-service course modules development: ensuring coherence with MTB-MLE in-service training program. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)
3. Schell, K., Marty, A. H., Fesmire, M., & Barnes-Story, A. E. (2022, virtual). Bridging the pre-service/in-service divide so pre-service teachers can thrive in MTB-MLE. Presentation at the 66th annual conference of the Comparative and International Education Society. (International)
4. Barnes, A. E. (2021, virtual). Reading Comprehension in Upper Primary School: Use of Questioning Techniques and Graphic Organizers. Presentation at the 65th annual conference of the Comparative and International Education Society. (International)
5. Marty, A.H. & Sánchez Vincitore, L. (April 2022). Families in the Dominican Republic: Parents' voices on resources, strategies, and challenges to support literacy during the COVID-19 pandemic. Paper accepted for the Annual Conference of the Comparative and International Education Society, Virtual.
6. Zuilkowski, S. S., Solum, K., & Mwanza, D. (presented 2022, April). Shaking the rust off: engaging pre-service teacher education programs to improve primary grade reading outcomes in Zambia. Presentation at Annual Conference, Comparative and International Education Society, Minneapolis. (International)
7. Mincey, R. (2022). Leveling up pre-service teacher education in Zambia: Processes and preliminary findings in curriculum development
8. Flavia Ramos-Mattoussi (Presenter & Organizer) w/ Gulnoza Egamberdieva, Carmen Strigel, Laziz Khujakulov, Ramin Yazdanpanah, Dina Vyorkina, Susan Iannuzzi, and Lisa Horvath (2022). Uzbekistan Education for Excellence Program: Supporting Sustainable Educational Reforms in The Republic of Uzbekistan. Panel accepted for the 67th Annual Meeting of the Comparative and International Education Society (CIES 2023), February 18 – 22, 2023. Washington, D.C.
9. Lengacher, R. W., & Karimova, D. (presented 2022, April). Developing Learning standards and instructional materials to support Uzbek Language Arts in Grades 1-4 in Public Schools in Uzbekistan. Paper presented at CIES 2022 Illuminating



- the Power of Idea/lism, Comparative & International Education Society, Minneapolis, Minnesota (Virtual). (International)
10. Flavia Ramos-Mattoussi (Panel Organizer/Presenter) (2022) “Uzbekistan Education for Excellence Program: Supporting Sustainable Educational Reforms in The Republic of Uzbekistan” proposal accepted for the 67th Annual Conference of the Comparative and International Education Society, February 14 - 22, 2023, Washington, DC.
  11. Schoen, R. C., Rhoads, C., Tazaz, A. M., Secada, W. G., & Stone, A. (2021, September 26–29). Impact of Cognitively Guided Instruction on elementary school math achievement: Five years after the initial opportunity. Paper presented at the annual conference of the Society for Research in Educational Effectiveness. [Conference held virtually.]
  12. Schoen, R. C., Li, L., Yang, X., Guven, A., & Riddell, C. (2021, September 26–29). Using a many-facet Rasch model to gain insight into measurement of instructional practice in mathematics. Paper presented at the annual conference of the Society for Research in Educational Effectiveness. [Conference held virtually.]
  13. Schoen, R. C., & Buntin, C. K. (2021, November). Using field-test data to inform decisions about using constructed-response and selected-response items. [Poster presentation]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43), Philadelphia, Pennsylvania.
  14. Yang, X., Solmaz, G., & Schoen, R. C. (2021, October 14–17). Psychometric analysis of 2019 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) [Poster presentation]. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 43), Philadelphia, Pennsylvania.

#### **Student theses credited to or associated with LSI**

1. Geer, E. A. (2021). Relations between spatial and math skills in elementary school children: The role of domain-specific anxieties [Doctoral Dissertation], The Florida State University