

SELECTED PUBLICATIONS

International Education Research

Assessment and Evaluation

We examine purpose, methods, results, and impact in the field of assessing student learning in developing countries.

- Piper, B. L., & Zuilkowski, S. S.** (2016). The role of timing in assessing oral reading fluency and comprehension in Kenya. *Language Testing*, 33(1), 75–98. doi: 10.1177/0265532215579529
- Dubeck, M. M., & Gove, A. K.** (2015). The Early Grade Reading Assessment (EGRA): Its theoretical foundation, purpose, and limitations. *International Journal of Educational Development*, 40, 315–322. <http://dx.doi.org/10.1016/j.ijedudev.2014.11.004>
- Gearhart, M., Saxe, G. B., Earnest, D., Haldar, L. C., McGee, A., & **Sitabkhan, Y. A.** (2015). Embedding formative assessments in curriculum design: A research based approach. In C. Suurtamm (Ed.), *NCTM annual perspectives in mathematics (APME) 2015* (pp. 219–232). Reston, VA: National Council of Teachers of Mathematics.
- Piper, B., & Zuilkowski, S. S.** (2015). Assessing reading fluency in Kenya: Oral or silent assessment? *International Review of Education*, 61(2), 153–171. doi: 10.1007/s11159-015-9470-4
- Jiménez, J. E., **Gove, A. K., Crouch, L., & Rodríguez, C.** (2014). Internal structure and standardized scores of the Spanish adaptation of the EGRA (Early Grade Reading Assessment) for early reading assessment. *Psicothema*, 26(4), 531–537.
- Davidson, M. R., **Korda, M., & White, O.** (2011). Teachers' use of EGRA for continuous assessment: The case of EGRA Plus: Liberia. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 113–138). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109
- Gove, A. K., & Wetterberg, A.** (2011). The Early Grade Reading Assessment: An introduction. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 1–38). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109
- Gove, A. K., & Wetterberg, A.** (Eds.). (2011). *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy*. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109
- Mejia, J. M., & Pouezevara, S. R.** (2011). Using EGRA as a national reading diagnostic: Nicaragua and Senegal. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 39–82). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109
- Ralaingita, W. D., & Wetterberg, A.** (2011). Gauging program effectiveness with EGRA: Impact evaluations in South Africa and Mali. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 83–112). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109

Education and Health

We investigate how education intersects with health and nutrition to affect children of school age and younger.

- Halliday, K. E., Okello, G., Turner, E. L., Njagi, K., Mcharo, C., Kengo, Allen, E., **Dubeck, M. M., Jukes, M. C., & Brooker, S. J.** (2014). Impact of intermittent screening and treatment for malaria among school children in Kenya: A cluster randomised trial. *PLoS Medicine*, 11(1), 1–16. doi: 10.1371/journal.pmed.1001594

- Halliday, K. E., Karanja, P., Turner, E. L., Okello, G., Njagi, G., **Dubeck, M. M.**, Allen, E., **Jukes, M. C.**, & Brooker, S. J. (2012). Plasmodium falciparum, anaemia and cognitive and educational performance among school children in an area of moderate malaria transmission: Baseline results of a cluster randomized trial on the coast of Kenya. *Tropical Medicine & International Health*, 17(5), 532–549. doi: 10.1111/j.1365-3156.2012.02971.x
- Brooker, S., Okello, G., Njagi, K., **Dubeck, M. M.**, Halliday, K. E., Inyega, H., & **Jukes, M. C.** (2010). Improving educational achievement and anaemia of school children: Design of a cluster randomised trial of school-based malaria prevention and enhanced literacy instruction in Kenya. *Trials*, 11(1), 93. doi: 10.1186/1745-6215-11-93
- Financial and Management Policy**
- We research individual countries' policies in education finance and management, as well as the international community's contributions to such policies.**
- Piper, B. L.** (in press). International education is a broken field: Does Ubuntu education bring solutions? *International Review of Education*.
- Healey, F. H.**, Hanna, R., & Atalla, H. (2016). *Decentralization and decentralized education finance in Egypt (2007–2013)*. RTI Press Occasional Paper. Publication No. OP-0025–1601. Research Triangle Park, NC: RTI Press. <http://www.rti.org/publications/rtipress.cfm?pubid=25023>
- Stern, J. M.**, & Smith, T. M. (2016). Private secondary schools in Indonesia: What is driving the demand? *International Journal of Educational Development*, 46, 1–11. <http://www.sciencedirect.com/science/article/pii/S0738059315300055>. doi: 10.1016/j.ijedudev.2015.11.002
- Stern, J. M.** (2015). The effect of articulation agreements on community college transfers and bachelor's degree attainment. *Community College Journal of Research and Practice*. Online (Bergheim), 1–15. doi: 10.1080/10668926.2015.1065209
- Stern, J. M.** (2015). The impact of private schools on educational attainment in the State of São Paulo. *Journal of School Choice*, 9(1), 4–29. doi: 10.1080/15582159.2015.1000769
- Healey, F. H.**, **Crouch, L. A.**, & Hanna, R. (2014). *Education finance in Egyptian education: Problems and a possible solution*. RTI Press Occasional Paper. Publication No. OP-0017-1401. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2014.op.0017.1401
- Heyneman, S. P., & **Stern, J. M.** (2014). Low-cost private schools for the poor: What public policy is appropriate? *International Journal of Educational Development*, 35, 3–15. doi: 10.1016/j.ijedudev.2013.01.002
- Stern, J. M.** (2014). The “developing” achievement gap: Colombian voucher reform. *Peabody Journal of Education*, 89(1), 43–57. doi: 10.1080/0161956X.2014.862471
- Okello, G., Jones, C., Bonareri, M., Ndegwa, S., N., McHaro, C., Kengo, J., Kinyua, K., **Dubeck, M. M.**, Halliday, K., **Jukes, M.**, Molyneux, S., & Brooker, S. J. (2013). Challenges for consent and community engagement in the conduct of cluster randomized trial among school children in low income settings: Experiences from Kenya. *Trials*, 14(1), 142. doi: 10.1186/1745-6215-14-142
- Healey, F. H.**, & **Crouch, L. A.** (2012). *Decentralization for high quality education: Elements and issues of design*. RTI Press Occasional Paper. Publication No. OP-0008–1208. doi: 10.3768/rtipress.2012.op.0008.1208
- Nordstrum, L. E.** (2012). Incentives to exclude: The political economy constraining school fee abolition in South Africa. *Journal of Education Policy*, 27(1), 67–88. doi: 10.1080/02680939.2011.604138
- Heyward, M.**, Cannon, R. A., & Sarjono, S. (2011). *Implementing school-based management in Indonesia*. RTI Press Occasional Paper. Publication No. OP-0006–1109. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.op.0006.1109
- Heyward, M.**, Cannon, R. A., & Sarjono, S. (2011). Implementing school-based management in Indonesia: Impact and lessons learned. *Journal of Development Effectiveness*, 3(3), 371–388. doi: 10.1080/19439342.2011.568122
- Instruction**
- We promote innovative instructional techniques, especially for low-resource settings, and study their soundness and effectiveness.**
- Piper, B. L.**, **Ralaingita, W. D.**, **Akach, L.**, & **King, S. J.** (in press). Improving procedural and conceptual mathematics outcomes: Evidence from a randomized controlled trial in Kenya. *Journal of Development Effectiveness*.
- Piper, B. L.**, Trudell, B., & Schroeder, L. (2015). Oral reading fluency and comprehension in Kenya: Reading acquisition in a multilingual environment. *Journal of Research in Reading*, 1–20. doi: 10.1111/1467-9817.12052

- Saxe, G. B., de Kirby, K., Le, M., **Sitabkhan, Y.**, & Kang, B. (2015). Understanding learning across lessons in classroom communities: A multi-level analytic approach. In A. Bikner-Ahsbabs, C. Knipping, & N. Presmeg (Eds.), *Approaches to qualitative research in mathematics education* (pp. 253–318). New York, NY: Springer. doi: 10.1007/978-94-017-9181-6_11
- Sitabkhan, Y. A.** (2015). “¡Chalinas a 20 pesos!”: Children’s economic ideas developed through selling. *Mind, Culture and Activity*, ahead of print, 1–11.
- Piper, B. L.**, Zuilkowski, S. S., & **Mugenda, A.** (2014). Improving reading outcomes in Kenya first-year effects of the PRIMR Initiative. *International Journal of Educational Development*, 37, 11–21. doi: 10.1016/j.ijedudev.2014.02.006
- Pfotenhauer, J., Kleine, R., **Sitabkhan, Y. A.**, & Earnest, D. (2013). Shifting understanding of mixed numbers. *Teaching Children Mathematics*, 19(9), 592–595. doi: 10.5951/teachmath.19.9.0592
- Dubeck, M. M.**, **Jukes, M. C.**, & Okello, G. (2012). Early primary literacy instruction in Kenya. *Comparative Education Review*, 56(1), 48–68. doi: 10.1086/660693
- Saxe, G. B., Earnest, D., **Sitabkhan, Y.**, Halder, L. C., Lewis, K. E., & Zheng, Y. (2010). Supporting generative thinking about the integer number line in elementary mathematics. *Cognition and Instruction*, 28(4), 433–474. doi: 10.1080/07370008.2010.511569

Instructional Policy

We examine and advise on policies related to classroom instruction in developing countries.

- Merseeth, K. A.** (in press). Children can’t wait: Effective development assistance for school readiness in Jordan. In J. Keilson & M. Gubser (Eds.), *The practice of international development*. New York, NY: Taylor and Francis.
- Simmons-Zuilkowski, S., **Jukes, M. C.**, & **Dubeck, M. M.** (in press). “I failed, no matter how hard I tried”: A mixed-methods study of the role of achievement in primary school dropout in rural Kenya. *International Journal of Educational Development*.
- Piper, B. L.**, **Jepkemei, E.**, & **Kibukho, K.** (2015). Pro-poor PRIMR: Improving early literacy skills for children from low-income families in Kenya. *Africa Education Review*, 12(1), 67–85. doi: 10.1080/18146627.2015.1036566
- Trudell, B., & **Piper, B. L.** (2014). Whatever the law says: Language policy implementation and early-grade literacy achievement in Kenya. *Current Issues in Language Planning*, 15(1), 4–21. doi: 10.1080/14664208.2013.856985

- Gove, A. K.**, Habib, S. S., **Piper, B. L.**, & **Ralaingita, W. D.** (2013). Classroom-up policy change: Early reading and math assessments at work. *Research in Comparative and International Education*, 8(3), 373–386. doi: 10.2304/rcie.2013.8.3.373
- Wagner, D. A., Lockheed, M., Mullis, I., Martin, M. O., Kanjee, A., Dowd, A., & **Gove, A. K.** (2012). The debate on learning assessments in developing countries. *Compare: A Journal of Comparative and International Education*, 42(3), 509–545. http://dx.doi.org/10.1080/03057925.2012.670480
- Crouch, L. A.**, & **Gove, A. K.** (2011). Leaps or one step at time: Skirting or helping engage the debate? The case of reading. In J. N. Hawkins & W. J. Jacob (Eds.), *Policy debates in comparative, international and development education* (pp. 120–151). Basingstoke, United Kingdom: Palgrave Macmillan. doi: 10.1057/9780230339361.0018
- DeStefano, J.** (2011). Time misspent, opportunities lost: Use of time in school and learning. In J. N. Hawkins & W. J. Jacob (Eds.), *Policy debates in comparative, international, and development education* (pp. 247–264). New York, NY: Palgrave Macmillan. doi: 10.1057/9780230339361.0018
- Piper, B. L.**, & Miksic, E. V. (2011). Mother tongue and reading: Using early grade reading assessments to investigate language-of-instruction policy in East Africa. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 139–182). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109

Teacher Training and Professional Development

We work to enhance teachers’ professional skills as a means to improve student outcomes.

- Pouzevara, S. R.**, & Horn, L. J. (in press). *MOOCs and online education: Exploring the potential for international educational development*. Research Triangle Park, NC: RTI Press.
- Dubeck, M. M.**, **Jukes, M. C. H.**, Brooker, S. J., Drake, T. L., & Inyega, H. N. (2015). Designing a program of teacher professional development to support beginning reading acquisition in coastal Kenya. *International Journal of Educational Development*, 41, 88–96. doi: 10.1016/j.ijedudev.2014.11.022
- Piper, B. L.**, & Zuilkowski, S. S. (2015). Teacher coaching in Kenya: Examining instructional support in public and nonformal schools. *Teaching and Teacher Education*, 47, 173–183. doi: 10.1016/j.tate.2015.01.001

Srikantaiah, D., & Ralaingita, W. D. (2014). Teacher education and professional development in global mathematics. In A. W. Wiseman & E. Anders (Eds.), *Annual review of comparative and international education 2014* (pp. 65–72). International Perspectives on Education and Society, Book 25. Bingley, United Kingdom: Emerald Group Publishing Limited. doi: 10.1108/S1479-367920140000025006

DeStefano, J. (2013). Teacher training and deployment in Malawi. In M. Akiba (Ed.), *Teacher reforms around the world: Implementations and outcomes* (pp. 77–97). Bingley, United Kingdom: Emerald Group Publishing Limited. doi: 10.1108/S1479-3679(2013)0000019009

Gereffi, G., Fernandez-Stark, K., Bamber, P., Psilos, P., & DeStefano, J. (2011). Meeting the upgrading challenge: Dynamic workforces for diversified economies. In G. Gereffi, K. Fernandez-Stark, & P. Psilos (Eds.), *Skills for upgrading: Workforce development and global value chains in developing countries* (pp. 239–258). Durham, NC: Duke University, Center on Globalization, Governance and Competitiveness. <http://www.cggc.duke.edu/gvc/workforce-development>

Technology

We investigate and apply cost-effective technologies to collect data for decision making and to improve coaching and classroom instruction.

Piper, B. L., Jepkemei, E., Kwayumba, D., & Kibukho, K. (2015). Kenya's ICT policy in practice: The effectiveness of tablets and e-readers in improving student outcomes. *Forum for International Research in Education*, 2(1), 3–18. <http://preserve.lehigh.edu/fire/vol2/iss1/2>

Strigel, C. I., Lang'o, M., Kwayumba, D., & Koko, S. (2015). Case study: Tangerine®:Class for data-informed instructional decision making. In H. Crompton & J. Traxler (Eds.), *Mobile learning and mathematics: Foundations, design, and case studies* (pp. 198–212). Florence, KY: Routledge.

Strigel, C. (2014). Evidence-based design and implementation of a mobile curriculum-based measurement system for low-resource settings. In P. Kommers & P. Isaías (Eds.), *Proceedings of the 12th international conference – e-Society, 28 February to 2 March 2014, Madrid, Spain* (pp. 143–150). IADIS Press. <http://www.iadisportal.org/digital-library/evidence-based-design-and-implementation-of-a-mobile-curriculum-based-measurement-system-for-low-resource-settings>

Pouzevara, S. R., & Strigel, C. I. (2011). Using information and communication technologies to support EGRA. In A. K. Gove & A. Wetterberg (Eds.), *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy* (pp. 183–226). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2011.bk.0007.1109

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