

## SELECTED PUBLICATIONS

## International Education Research

**Assessment and Evaluation**

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

- Hayes, A. M., Elder, B. C., & **Bulat, J.** (In press). *Assessment as a service, not a place: Transitioning assessment centers to school-based identification systems*. RTI Press Occasional Paper. Research Triangle Park, NC: RTI Press.
- Bulat, J.**, Hayes, A. M., **Dombrowski, E. M.**, **Dubeck, M. M.**, & **Strigel, C. I.** (2020). Screening for dyslexia in low-resource and multilingual contexts. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (Chapter 15, pp. 192–204). Baltimore, MD: Paul H. Brookes Publishing, for the Dyslexia Foundation and the Extraordinary Brain Series.
- Piper, B.**, **Bulat, J.**, **Kwayumba, D.**, **Oketch, J.**, & Gangla, L. (2019). Measuring literacy outcomes for the blind and for the deaf: Nationally representative results from Kenya. *International Journal of Educational Development*, *69*, 1–8. doi: 10.1016/j.ijedudev.2019.05.002
- Simmons Zuilkowski, S., **Piper, B.**, **Kwayumba, D.**, & **Dubeck, M.** (2019). Examining options for reading comprehension assessment in international contexts. *Journal of Research in Reading*, *42*(3–4), 583–599. doi: 10.1111/1467-9817.12285
- Stern, J. M. B.**, & **Piper, B.** (2019). *Resetting targets: Examining large effect sizes and disappointing benchmark progress*. RTI Press Publication No. OP-0060-1904. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2019.op.0060.1904
- Willoughby, M. T.**, **Piper, B.**, **Kwayumba, D.**, & McCune, M. (2019). Measuring executive function skills in young children in Kenya. *Child Neuropsychology*, *25*(4), 425–444. doi: 10.1080/09297049.2018.1486395
- Willoughby, M. T.**, **Piper, B.**, **Oyanga, A.**, & **Merseth King, K.** (2019). Measuring executive function skills in young children in Kenya: Associations with school readiness. *Developmental Science*, *22*(5), e12818 (12 pp.). doi: 10.1111/desc.12818
- Hayes, A. M., **Dombrowski, E.**, Shefcyk, A. H., & **Bulat, J.** (2018). *Learning disabilities screening and evaluation guide for low- and middle-income countries*. RTI Press Publication No. OP-0052-Bulat). Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2018.op.0052.1804
- Hounkpodoté, H., Koršňáková, P., Hastedt, D., Ward, M., Wendlassida Miningou, É., Vivekanandan, R., **Crouch, L.**, **Gove, A.**, et al. (2018). Learning evidence for Indicator 4.1.1. In *SDG 4 Data Digest 2018: Data to nurture learning* (UIS/2018/ED/SD/9 ed., Chapter 3, pp. 50–97). Montreal, Quebec, Canada: UNESCO. <http://uis.unesco.org/sites/default/files/documents/sdg4-data-digest-data-nurture-learning-2018-en.pdf>
- Ketterlin Geller, L. R., Perry, L., Platas, L. M., & **Sitabkhan, Y.** (2018). Aligning test scoring procedures with test uses: A balancing act. *Global Education Review*, *5*(3), 143–164. <https://ger.mercy.edu/index.php/ger/article/view/473>
- Piper, B.** (2018). Commentary on S. Schmelkes, “What is ‘learning’ in the case of marginalized populations in low-income countries.” In D. Wagner, S. Wolf, & R. F. Boruch (Eds.), *Learning at the bottom of the pyramid: Science, measurement, and policy in low-income countries* (pp. 24–26). Paris: International Institute for Education Planning and UNESCO. <https://unesdoc.unesco.org/images/0026/002655/265581E.pdf>
- Piper, B.**, **Sitabkhan, Y.**, & **Nderu, E.** (2018). Mathematics from the beginning: Evaluating the Tayari pre-primary program’s impact on early mathematics skills. *Global Education Review*, *5*(3), 57–81. <https://ger.mercy.edu/index.php/ger/article/view/434>
- Sitabkhan, Y.**, Platas, L. M., & Ketterlin Geller, L. R. (2018). Capturing children’s mathematical knowledge: An assessment framework. *Global Education Review*, *5*(3), 106–124. <https://ger.mercy.edu/index.php/ger/article/view/430>
- Stern, J.**, **Dubeck, M.**, & **Dick, A.** (2018). Using Early Grade Reading Assessment (EGRA) data for targeted instructional support: Learning profiles and instructional needs in Indonesia. *International Journal of Educational Development*, *61*, 64–71. doi: 10.1016/j.ijedudev.2017.12.003
- Gove, A.**, Brombacher, A., & **Ward-Brent, M.** (2017). Sparking a reading revolution: Results of early literacy interventions in Egypt and Jordan. *New Directions for Child and Adolescent Development*, *2017*(155), 97–115. doi: 10.1002/cad.20194
- Gove, A.**, Brunette, T. A., **Bulat, J.**, **Carrol, B. A.**, **Henny, C.**, Macon, W., **Nderu, E.**, & **Sitabkhan, Y.** (2017). Assessing the impact of early learning programs in Africa. *New Directions for Child and Adolescent Development*, *2017*(158), 25–41. doi: 10.1002/cad.20224

- Moore, A.-M., **Gove, A.**, & Tietjen, K. (2017). Great expectations: A framework for assessing and understanding key factors affecting student learning of foundational reading skills. *New Directions for Child and Adolescent Development*, 2017(155), 13–30. doi: 10.1002/cad.20192
- Slade, T., Piper, B., Kaunda, Z., King, S.**, & Ibrahim, H. (2017). Is 'summer' reading loss universal? Using ongoing literacy assessment in Malawi to estimate the loss from grade-transition breaks. *Research in Comparative and International Education*, 12(4), 461–485. doi: 10.1177/1745499917740657
- Dubeck, M. M., Gove, A. K.**, & Alexander, K. D. (2016). School based assessments: What and how to assess reading. In UNESCO Institute for Statistics (Ed.), *Understanding what works in oral reading assessments* (pp. 41–57). Montreal, Canada: UNESCO Institute for Statistics (UIS). doi: 10.15220/978-92-9189-196-2-en
- Platas, L. M., Ketterlin Geller, L. R., & **Sitabkhan, Y. A.** (2016). Using an assessment of early mathematical knowledge and skills to inform policy and practice: Examples from the Early Grade Mathematics Assessment. *International Journal of Education in Mathematics, Science, and Technology*, 4(3), 163–173. <https://ijemst.net/index.php/ijemst/article/view/86>
- 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. doi: 10.1016/j.ijedudev.2014.11.004
- ## Early Childhood Development
- We investigate factors affecting children's early cognitive and physical development, as well as their educational success.**
- Behbehani, F., **Dombrowski, E.**, & **Black, M. M.** (2019). Systematic review of early child care centers in low- and middle-income countries and health, growth, and development among children aged 0–3 years (nzz048.P11-052-19). *Current Developments in Nutrition*, 3(Suppl 1), 1016. doi: 10.1093/cdn/nzz048.P11-052-19
- Black, M. M.**, & Trude, A. C. B. (2019). Conceptualizations of child development benefit from inclusion of the nurturing care framework. *The Journal of Nutrition*, 149(8), 1307–1308. doi: 10.1093/jn/nxz114
- Black, M.**, & **Merseth, K. A.** (2018). First 1000 days and beyond: Strategies to achieve the Sustainable Development Goals. In S. Verma & A. C. Petersen (Eds.), *Developmental science and Sustainable Development Goals for children and youth* (1st ed., pp. 97–112). New York: Springer. doi: 10.1007/978-3-319-96592-5\_5
- Gove, A., Pressley, J. K., Weatherholt, T., & Dombrowski, E.** (2018). Persistence and fadeout of preschool participation effects on early reading skills in low- and middle-income countries. *Global Education Review*, 5(2), 85–109. <https://ger.mercy.edu/index.php/ger/article/view/398>
- McCoy, D. C., Salhi, C., Yoshikawa, H., **Black, M.**, Britto, P., & Fink, G. (2018). Home- and center-based learning opportunities for preschoolers in low- and middle-income countries. *Children and Youth Services Review*, 88, 44–56. doi: 10.1016/j.childyouth.2018.02.021
- Merseth, K. A.** (2018). Children can't wait: Effective development assistance for school readiness in Jordan. In J. Keilson & M. Gubser (Eds.), *The practice of international development* (pp. 1–18). New York, NY: Routledge / Taylor and Francis Group.
- Black, M. M., Gove, A. K., & Merseth, K. A.** (2017). Chapter 19: Platforms to reach children in early childhood. In D. A. P. Bundy, N. de Silva, S. Horton, D. T. Jamison, & G. C. Patton (Eds.), *Disease control priorities, third edition (DCP3). Volume 8, Child and adolescent health and development: Realizing neglected potential* (pp. 253–268). Washington, DC: The World Bank Group. doi: 10.1596/978-1-4648-0423-6\_ch19
- Black, M. M., Jukes, M. C. H., & Willoughby, M. T.** (2017). Behavioural and emotional problems in preschool children. *The Lancet Psychiatry*, 4(2), 89–90. doi: 10.1016/S2215-0366(17)30005-6
- Black, M. M.**, Walker, S. P., Fernald, L. C. H., Andersen, C. T., DiGirolamo, A. M., Lu, C., ... Lancet Early Childhood Development Series Steering Committee. (2017). Early childhood development coming of age: Science through the life course. *The Lancet*, 389(10064), 77–90. doi: 10.1016/S0140-6736(16)31389-7
- Crouch, L.**, & **Merseth, K. A.** (2017). Stumbling at the first step: Efficiency implications of poor performance in the foundational first five years. *Prospects*, 1–22. doi: 10.1007/s11125-017-9401-1
- Daelmans, B., Darmstadt, G. L., Lombardi, J., **Black, M. M.**, Britto, P. R., Lye, S., ... Lancet Early Childhood Development Series Steering Committee. (2017). Early childhood development: The foundation of sustainable development. *The Lancet*, 389(10064), 9–11. doi: 10.1016/S0140-6736(16)31659-2
- Gove, A.** (2017). What we are learning about early education in sub-Saharan Africa. *Journal of Research on Educational Effectiveness*, 10(3), 530–534. doi: 10.1080/19345747.2017.1335091
- ## Instruction
- We promote innovative instructional techniques, especially for low-resource settings, and study their soundness and effectiveness.**
- Robledo, A.**, & **Gove, A.** (2019). *What works in early reading materials*. RTI Press Publication No. OP-0058. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2018.op.0058.1902
- Piper, B.**, Simmons Zuilkowski, S., **Dubeck, M. M.**, Jepkemei, E., & **King, S. J.** (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development*, 106, 324–336. doi: 10.1016/j.worlddev.2018.01.018
- Piper, B., Sitabkhan, Y., Mejia, J., & Betts, K.** (2018). *Effectiveness of teachers' guides in the Global South: Scripting, learning outcomes, and classroom utilization*. RTI Press Publication No. OP-0053-1805. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2018.op.0053.1805
- Simmons Zuilkowski, S., & **Piper, B.** (2018). Instructional coaching in Kenya: Supporting teachers to improve literacy outcomes. In M. Akiba & G. LeTendre (Eds.), *The Routledge international handbook on teacher quality and policy* (1st ed., pp. 505–516). New York: Routledge.

**Sitabkhan, Y. A., & Platas, L.** (2018). *Early mathematics counts: Promising instructional strategies from low- and middle-income countries*. RTI Press Publication No. OP-0055-1807. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2018.op.0055.1807

Wolf, S., Turner, E. L., **Jukes, M. C. H., & Dubeck, M. M.** (2018). Changing literacy instruction in Kenyan classrooms: Assessing pathways of influence to improved early literacy outcomes in the HALI intervention. *International Journal of Educational Development*, 62, 27–34. doi: 10.1016/j.ijedudev.2018.02.004

Alcock, K. J., Ngorosho, D. S., & **Jukes, M. C. H.** (2017). Reading and phonological awareness in Africa. *Journal of Learning Disabilities*, 51(5), 463–472. doi: 10.1177/0022219417728051

**Bulat, J., Dubeck, M., Green, P., Harden, K. K., Henny, C. E., Mattos, M. L., Pflapsen, A., Robledo, A., & Sitabkhan, Y.** (2017). *What Works in Early Grade Literacy Instruction*. RTI Press Publication No. OP-0039-1702. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2017.op.0039.1702

**Bulat, J.,** Hayes, A. M., Macon, W., Ticha, R., & Abery, B. H. (2017). *School and classroom disabilities inclusion guide for low- and middle-income countries*. RTI Press Publication No. OP-0031-1701. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2017.op.0031.1701

## Language

**We investigate the effects of language policies and multilingualism on teachers' instruction and children's learning.**

**Brunette, T., Piper, B., Jordan, R., King, S., & Nabacwa, R.** (2019). The impact of mother tongue reading instruction in twelve Ugandan languages and the role of language complexity, socioeconomic factors, and program implementation. *Comparative Education Review*, 63(4), 591–612. doi: 10.1086/705426

Jasińska, K. K., Wolf, S., **Jukes, M. C. H., & Dubeck, M. M.** (2019). Literacy acquisition in multilingual educational contexts: Evidence from Coastal Kenya. *Developmental Science*, 22(5), e12828. doi: 10.1111/desc.12828

Kim, Y-S. G., & **Piper, B.** (2019). Component skills of reading and their structural relations: Evidence from three sub-Saharan African languages with transparent orthographies. *Journal of Research in Reading*, 42(2), 326–348. doi: 10.1111/1467-9817.12271

Kim, Y-S. G., & **Piper, B.** (2019). Cross-language transfer of reading skills: An empirical investigation of bidirectionality and the influence of instructional environments. *Reading and Writing*, 32(4), 839–871. doi: 10.1007/s11145-018-9889-7

**Piper, B.,** Simmons Zuilkowski, S., **Kwayumba, D., & Oyanga, A.** (2018). Examining the secondary effects of mother-tongue literacy instruction in Kenya: Impacts on student learning in English, Kiswahili, and mathematics. *International Journal of Educational Development*, 59, 110–127. doi: 10.1016/j.ijedudev.2017.10.002

**Sowa, P.** (2018). Sifting through shifting sands: Confronting the self in teaching bilingual Emirati preservice teachers. In J. Sharkey & M. Madigan Percy (Eds.), *Self-study of language and literacy teacher education practices: Culturally and linguistically diverse contexts* (1st ed., pp. 203–221). Advances in Research on Teaching Series: Vol. 30. Bingley, West Yorkshire, UK: Emerald Group Publishing. doi: 10.1108/S1479-368720180000030015

**Piper, B. L.,** Schroeder, L., & Trudell, B. (2016). Oral reading fluency and comprehension in Kenya: Reading acquisition in a multilingual environment. *Journal of Research in Reading*, 39(2), 133–152. doi: 10.1111/1467-9817.12052

**Piper, B. L.,** Simmons Zuilkowski, S., & **Ong'ele, S. A.** (2016). Implementing mother tongue instruction in the real world: Results from a medium scale randomized controlled trial in Kenya. *Comparative Education Review*, 60(4), 776–807. doi: 10.1086/688493

## Policies and Systems

**We research individual countries' policies in education data management, systems, finance, accountability, decentralization, budgeting, and planning and management, as well as the international community's contributions to such policies.**

**Piper, B.,** Dryden-Peterson, S., Chopra, V., Reddick, C., & **Oyanga, A.** (In press). Learning in refugee education: Early grade literacy in a refugee camp in Kenya. *Journal of Education in Emergencies (JEE)*, special issue part 2.

Simmons Zuilkowski, S., **Piper, B., & Ong'ele, S. A.** (2020). Are low-cost private schools worth the investment? Evidence on literacy and mathematics gains in Nairobi primary schools. *Teachers College Record*, 122(1), 1–17, record ID no. 22953. <https://www.tcrecord.org/Content.asp?ContentId=22953>

**Weatherholt, T., Jordan, R., Crouch, L.,** Barnett, E., & **Pressley, J. K.** (2019). Challenge and drivers of over-enrollment in early primary in Uganda. *International Journal of Early Childhood*, 51(1), 23–40. doi: 10.1007/s13158-019-00238-3

**Piper, B., DeStefano, J.,** Kinyanjui, E. M., & **Ong'ele, S.** (2018). Scaling up successfully: Lessons from Kenya's Tusome national literacy program. *Journal of Educational Change*, 19(3), 293–321. doi: 10.1007/s10833-018-9325-4

**Piper, B., Merseth, K. A., & Ngaruiya, S.** (2018). Scaling up early childhood development and education in a devolved setting: Policy making, resource allocations, and impacts of the Tayari school readiness program in Kenya. *Global Education Review*, 5(2), 47–68. <https://ger.mercy.edu/index.php/ger/article/view/397>

Schuler, B. R., Saksvig, B. I., Nduka, J., Beckerman, S., Jaspers, L., **Black, M. M., & Hager, E. R.** (2018). Barriers and enablers to the implementation of school wellness policies: An economic perspective. *Health Promotion Practice*, 19(6), 873–883. doi: 10.1177/1524839917752109

Simmons Zuilkowski, S. S., **Piper, B., Ong'ele, S. A., & Kiminza, O.** (2018). Parents, quality and school choice: Why parents in Nairobi choose low-cost private schools over public schools in Kenya's Free Primary Education era. *Oxford Review of Education*, 44(2), 258–274. doi: 10.1080/03054985.2017.1391084

**Gove, A., Korda Poole, M., & Piper, B.** (2017). Designing for scale: Reflections on rolling out reading improvement in Kenya and Liberia. *New Directions for Child and Adolescent Development*, 2017(155), 77–95. doi: 10.1002/cad.20195

Hayes, A. M., & **Bulat, J.** (2017). *Disabilities inclusive education systems and policies guide for low- and middle-income countries*. RTI Press Publication No. OP-0043-1707. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2017.op.0043.1707

## Social and Emotional Learning

**We consider social and cultural factors that have an impact on children's learning, life skills, and emotional well-being.**

**Randolph, E., Burkholder, G. L., & Katende Sempa, H.** (2019). The Journeys approach to building a safe, inclusive and positive school and fostering social and emotional learning. In A. Smart, M. Sinclair, A. Bernard, C. Chabbott, S. G. Russell, & J. H. Williams (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (pp. 250–264). Open-access publication of the nonprofit group Networking to Integrate SDG Target 4.7 and Social and Emotional Learning into Educational Materials (NISSEM). <https://nissem.org/globalbriefs>

**Randolph, E., Edwards, L., & Norman, J.** (2019). The central role of school culture and climate in fostering social and emotional learning: Evidence from Malawi and Uganda. In A. Smart, M. Sinclair, A. Benavot, C. Chabbot, S. G. Russell & J. H. Williams (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (pp. 198–214). <https://nissem.org/globalbriefs>

**Jukes, M.,** Gabrieli, P., Mgonda, N., Nsolezi, F., Jeremiah, G., Tibenda, J., & Bub, K. (2018). "Respect is an investment": Community perceptions of social and emotional competencies in early childhood from Mtwara, Tanzania. *Global Education Review*, 5(2), 160–188. <https://ger.mercy.edu/index.php/ger/article/view/401>

**Jukes, M.,** Simmons Zuilkowski, S., & Grigorenko, E. (2017). Do schooling and urban residence develop cognitive skills at the expense of social responsibility? A study of adolescents in The Gambia, West Africa. *Journal of Cross-Cultural Psychology*, 49(1), 82–98. doi: 10.1177/0022022117741989

Scull, T. M., Kupersmidt, J. B., & **Weatherholt, T. N.** (2017). The effectiveness of online, family-based media literacy education for substance abuse prevention in elementary school children: Study of the Media Detective Family Program. *Journal of Community Psychology*, 45(6), 796–809. doi: 10.1002/jcop.21893

## Teacher Training and Professional Development

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

**Pouezevara, S. R.** (Ed.). (2018). *Cultivating dynamic educators: Case studies in teacher behavior change in Africa and Asia*. RTI Press Publication No. BK-0022-1809. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2018.bk.0022.1809

Ch.1–**Pouezevara, S. R.** Understanding and influencing teacher behavior change: Editorial introduction. (pp. 1–22)

Ch. 2–Mekonnen, D., Fesmire, M., Barnes, A., **Backman, S.**, & Ramos-Mattoussi, F. (2018). Changing teacher educators' conceptions and practices around literacy instruction: Lessons from teacher educators' professional development experiences in Ethiopia. (pp. 23–63)

Ch. 3–**Rakusin, M.**, & Bostock, G. (2018). School leadership and early grade reading: Examining the evidence in Zambia. (pp. 65–106)

Ch. 5–**Slade, T. S.**, Kipp, S., **Cummings, S.**, & Nyirongo, K. (2018). Short message service (SMS)-based remote support and teacher retention of training gains in Malawi. (pp. 131–167)

Ch 6–**Harden, K.**, Pflapsen, A., & **King, S.** (2018). Relationships between coach support and teachers' adoption of new instructional practices: Findings from the Nigeria Reading and Access Research Activity (RARA). (pp. 169–204)

Ch. 7–**Pouezevara, S.**, Sentosa, F., & Asrianti, T. (2018). Using activity theory to understand teacher peer learning in Indonesia. Ch. 7 in (pp. 205–247)

**Jukes, M. C. H., Turner, E. L., Dubeck, M. M.,** Halliday, K. E., Inyega, H. N., Wolf, S., ... Brooker, S. J. (2017). Improving literacy instruction in Kenya through teacher professional development and text messages support: A cluster randomized trial. *Journal of Research on Educational Effectiveness*, 10(3), 449–481. doi: 10.1080/19345747.2016.1221487

**Sowa, P.,** & Schmidt, C. (2017). Weaving together theory, practice and ethics: UAE and USA graduate students craft their "living theories" using the professional working theory. In M. C. Dalmau, H. Guðjónsdóttir, & D. Tidwell, *Taking a fresh look at education: Framing professional learning in education through self-study* (pp. 169–186). Professional Learning series. Rotterdam, Netherlands: Springer/Sense Publishers. doi: 10.1007/978-94-6300-869-3\_10

## Technology

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

**Piper, B., Oyanga, A., Mejia, J., & Pouezevara, S.** (2017). Implementing large-scale instructional technology in Kenya: Changing instructional practice and developing accountability in a national education system. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 13(3), 57–79. <http://ijedict.dec.uwi.edu/include/getdoc.php?id=7416&article=2353&mode=pdf>

**Piper, B. L.,** Zuilkowski, S. S., **Kwayumba, D. L., & Strigel, C. I.** (2016). Does technology improve reading outcomes? Comparing the effectiveness and cost-effectiveness of ICT interventions for early grade reading in Kenya. *International Journal of Educational Development*, 49, 204–214. doi: 10.1016/j.ijedudev.2016.03.006

### More Information

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