

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.

- Dubeck, M., Stern, J., & Nabacwa, R.** (In press). Learning to read in a local language: Creating learner profiles to track progress and guide instruction using the Early Grade Reading Assessment. In C. Benson & K. Kosonen (Eds.), *Language issues in comparative education, Vol. 25*. Rotterdam, Netherlands: Sense Publishers.
- 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
- 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>
- 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. doi: 10.18404/ijemst.20881
- 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, physical, and socio-emotional development, as well as their educational success.

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.chilyouth.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.

Willoughby, M., Piper, B., Kwayumba, D., & McCune, M. E. (2018, June). Measuring executive function skills in young children in Kenya. *Child Neuropsychology*, 1–20. doi: 10.1080/09297049.2018.1486395

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

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.

Simmons Zuilkowski, S., **Piper, B.**, & **Ong'ele, S. A.** (in press). Are low-cost private schools worth the investment? Evidence on literacy and mathematics gains in Nairobi primary schools. *Teachers College Record*.

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

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

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

Bulat, J., Dubeck, M., Green, P., Harden, K. K., Henny, C. E., Mattos, M. L., Pflapsen, A., Robledo, A., & Sitabkhan, Y. (2017). *What we have learned in the past decade: RTI's approach to 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

Instructional Policy

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

Weatherholt, T., Jordan, R., Crouch, L., Barnett, E., & Pressley, J. K. (in press). The challenge and drivers of over-enrollment in early primary in Uganda. *International Journal of Educational Development*.

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

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

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*. Occasional Paper. RTI Press Publication No. OP-0043-1707. Research Triangle Park, NC: RTI Press. doi: 10.3768/rtipress.2017.op.0043.1707

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

Language

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

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

Piper, B., Simmons Zuilkowski, S., Kwanyumba, 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 Peercy (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

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.**, Pfllepsen, 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).

Ch. 9–Nordstrum, L. (2018). Once more up the mountain: The promise of high-quality teaching depends on behavior change. (pp. 289–314).

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

Amber Gove, Director, Education Research
International Education
+1 202 728 2079
agove@rti.org

Follow @RTI_EdWork
Follow @RTI_Intl_Dev
<http://SharEd.rti.org>