

ACADEMIC BACKGROUND

- Ph.D. Developmental Psychology, May 2009
Florida State University
- M.S. Measurement and Statistics, May 2005
Florida State University
- M.S. Educational Psychology, January 2004
Florida State University
- B.S. Psychology, April 2001
Florida State University

PROFESSIONAL HISTORY

Associate Professor, College of Social Work, Florida State University, 2018-Present.

Director, Quantitative Methodology and Innovation Division, Florida Center for Reading Research, 2017-Present.

Deputy Director, National Comprehensive Center to Improve Literacy for Students with Disabilities, 2016-Present.

Associate Director, Florida Center for Reading Research, 2014-Present.

Research Faculty III, Florida State University, 2014-2018.

Senior Research Associate, Regional Educational Laboratory-Southeast, 2012- 2016.

Director of Research, Florida Center for Reading Research, 2006-2014.

Research Associate, Florida State University, 2012-2014.

Associate in Research, Florida State University, 2008-2012.

Assistant in Research, Florida State University, 2005-2008.

HONORS AND AWARDS

Early Childhood Development Solver Award

MIT Solve Challenge, 2019

Dubai Cares Early Childhood Development Prize

MIT Solve Challenge, 2019

Innospark Ventures Prize

MIT Solve Challenge, 2019

FSU Innovator Award

Florida State University, 2017

Award of Excellence – RAPID Assessment

Tech and Learning Magazine, 2016

Best of Show – RAPID Assessment

International Society for Technology in Education, 2016

Outstanding Reviewer Award

American Educational Research Association, 2016

Educational Researcher of the Year Award

Florida Educational Research Association, 2014

Dina Feitelson Research Award

International Reading Association, 2014

Article of the Year Award

Assessment for Effective Intervention, 2012

Rebecca Sandak Young Investigator Award

Society for the Scientific Study of Reading, 2011

PATENTS

Diefenthaler, C., & **Petscher Y.** (2019). *Generalized Assessment Delivery and Scoring Platform*. Patent Pending.

Lindner, B., Butler, P., Burnette, R., & **Petscher Y.** (2019). *MeWee*. Patent Pending.

Bucior, A., Lindner, B., Burnette, R., Butler, P., & **Petscher, Y.** (2019). *GotGetGo*. Patent Pending.

Petscher, Y., & Diefenthaler, C. (2017). *The Teacher Assistive Scoring Platform*. Patent Pending.

Crawford, E.C., **Petscher, Y., & Schatschneider, C. (2016).** *U.S. Patent No. 9,299,266* Washington, DC: U.S. Patent and Trademark Office.

COPYRIGHT DISCLOSURES

Petscher, Y., Schatschneider, C.W., & Compton, D. L. (2016). *The Diagnostic Elementary Reading fluency Profile (DERP) app*. U.S. Copyright #TXu002036206.

Petscher, Y., Truckenmiller, A.J., Steacy, L., & Hughes, K. (2015). *The Linked Oral Language Computer Adaptive Test (LOLCAT)*. Florida State University Invention Disclosure #15-220.

Petscher, Y., Zhou, C., & Truckenmiller, A.J. (2016). *Earlier Assessment for Reading Success*. U.S. Copyright #TXu002007444.

- Commercial license with the Center on Teaching and Learning (December 2016-Present).
- Research license agreement with University of Oregon (October 2015-February 2016).

Foorman, B.R., **Petscher, Y., & Schatschneider, C. (2013).** *FCRR Reading Assessments (FRA)*. U.S. Copyright #TX0008155329, TX0008155726, TX0008156659, TX0008156661, TX0008155749.

- Commercial license with Lexia Learning, Incorporated (May 2014-Present).
- Non-commercial license agreement with Florida Department of Education (May 2013-Present).

GRANTS AND CONTRACTS

Co-Principal Investigator, Multi-Tiered Systems of Support Research Network (MTSS-RN) Leadership Team Institute of Education Sciences; Subcontract to University of Connecticut. July 1, 2019-June 30, 2024. Total award: \$1,499,572. Principal Investigator Michael Coyne, R324A180020.

Principal Investigator, Psychometric Evaluation of the Next Generation Assessment for the Agency for Persons with Disabilities. Agency for Persons with Disabilities. September 1, 2018-August 31, 2020. Total award: \$300,000.

Co-Principal Investigator, What Does it Take to Develop Writing Skills for Spanish-speaking English learners? A Longitudinal Examination of Co-development of Language, Reading, and Writing Skills, Institute of Education Sciences; Subcontract to University of

California - Irvine. July 1, 2018-June 30, 2021. Total award: \$1.4 million. Principal Investigator Young-Suk Kim.

Co-Principal Investigator, *Identifying Risk Factors and Predictors of Literacy and Numeracy Skills for Adults Performing at the Lowest Levels of PIAAC in the US*, Institute of Education Sciences; Subcontract to Georgia State University. July 1, 2018-June 30, 2020. Total award: \$600,000. Principal Investigator Elizabeth Tighe.

Co-Investigator, *Researcher-Practitioner Partnership: Florida State University and Seminole County*, Institute of Education Sciences. July 1, 2018-June 30, 2020. Total award: \$400,000. Principal Investigator Donald Compton.

Co-Principal Investigator, *Orthographic Influences on Word Learning in Children with Language Impairment*, National Institute on Deafness and Other Communication Disorders; Subcontract to Massachusetts General Hospital Institute of Health Professions. April 1, 2018-March 31, 2023. Total award: \$3.2 million. Principal Investigator Tiffany Hogan.

Co-Principal Investigator, *Reach Every Reader Project*, Chan Zuckerberg Initiative; Subcontract to Harvard University. January 1, 2018-December 31, 2022. Total award: \$30 million. Principal Investigator Elizabeth City.

Principal Investigator, *Development of Personalized CAT Diagnostics for Phonological Awareness*. Nesy Learning, LLC. Total Award: \$16,000, December 1, 2017-November 30, 2018.

Co-Investigator, *Definition, Classification, and Subtyping*. National Institute of Child Health and Human Development (Part of Center Grant, PI Richard Wagner; \$1,338,015 direct costs for this subproject). October 2017-December 2021. P50HD052120.

Co-Principal Investigator, *Improving Response to Intervention in Students With or At-Risk of Reading Disabilities*, National Institute of Child Health and Human Development Subcontract to Vanderbilt University. August 2017-May 2021. Total award: \$2.2 million. Principal Investigator Jeanne Wanzek.

Co-Principal Investigator, *Project MATRS*, Institute of Education Sciences; Subcontract to University of South Carolina. July 2017-June 2020. Total award: \$1.3 million. Principal Investigator Kenn Apel.

Co-Investigator, *Nigerian Center for Reading Research and Development*, USAID. July 2017-June 2020. Total award: \$1.0 million. Principal Investigator: Stephanie Zuilkowski.

Principal Investigator, *Teacher Assistive Scoring Platform*, Florida State University. Total Award: \$24,000; June 1, 2017– May 31, 2018.

Principal Investigator, *The Diagnostic Elementary Reading fluency Profile App*, Florida State University. Total Award: \$25,687; December 1, 2016 – November 30, 2017.

Co-Investigator, *Teaching Together: A Multimedia School-Home Intervention for Young Children At-Risk for Academic Difficulties*. U.S. Department of Education, Institute of Education Sciences, 07/15-06/18, Tricia Zucker, University of Texas Houston Medical Center, Principal Investigator.

Co-Investigator, *Regional Education Laboratory-Southeast*, Institute of Education Sciences; Principal Investigator Barbara Foorman, FSU; \$27.8 million. January 2017-December 2021.

Co-Principal Investigator, *National Comprehensive Center to Improve Literacy for Students with Disabilities*, Office of Special Education Research and Rehabilitative Services; Subcontract to University of Oregon: \$1.6 million. October 2016-September 2021. Total award: \$7.5 million. Principal Investigator Hank Fien.

Co-Investigator, *Experiential and child factors that determine acquisition of orthographic-phonological regularities in a quasi-regular writing system: An integrated behavioral/computational/neurobiological approach*. National Institute of Child Health and Human Development. Total Award: \$2.5 million. Principal Investigator: Don Compton, FSU; November 2016-October 2020.

Principal Investigator, *The Earlier Assessment for Reading Success (EARS) App*, Florida State University. Total Award: \$14,000; July 1, 2016 – June 30, 2017.

Principal Investigator, *Development of a Scaffolding, Adaptive International Literacy Project*, Eye Read, LLC. Total Award: \$35,434; October 1, 2015 - December 31, 2015.

Co-Principal Investigator, *Morphological Awareness Computer Adaptive Testing Project*, Institute of Education Sciences; Subcontract to Vanderbilt University: \$246,782. July 2015-June 2018. R305A150199. Total award: \$1.6 million. Principal Investigator Amanda Goodwin.

Co-Principal Investigator, *Identify Methods of Identifying Kindergarten Readiness from the VPK Assessments*, Florida Department of Education, Office of Early Learning. Total Award: \$19,498; Principal Investigator: Christopher Lonigan, FSU; July 2015-August 2015.

Co-Investigator, *Impact Evaluation of Academic Language Interventions*, Institute of Education Sciences; Subcontract to MDRC: \$333,374. September 2015-March 2018. ED-IES-15-R-0024. Principal Investigator Donald Compton.

Co-Principal Investigator, *National Center for Research on Gifted Education*, Institute of Education Sciences; Subcontract to University of Connecticut: \$15,125. October 2014-

September 2016. R305C140018. Total award: \$2 million. Principal Investigator Del Siegel.

Co-Principal Investigator, *Passport to literacy: Examining the effectiveness of the Voyager Passport intervention for fourth-grade students with or at high risk for reading disabilities*, Institute of Education Sciences; Principal Investigator Jeanne Wanzek, Vanderbilt: \$3.5 million. July 2013-June 2017. R324A130262.

Co-Principal Investigator, *Academic language and writing for children in kindergarten to fourth grade- a longitudinal study*, Institute of Education Sciences; Principal Investigator Young-Suk Kim, University of California - Irvine: \$1.6 million. July 2013-June 2017. R305A130131.

Co-Investigator, *Facilitating language and literacy outcomes for English language learners*, Institute of Education Sciences; Principal Investigator Carla Wood Jackson, FSU; \$1.3 million. July 2013-June 2016. R305A130460.

Co-Principal Investigator, *Development of Common Core reading screening and diagnostic assessment system*, Florida Department of Education; Principal Investigator Barbara Foorman, FSU: \$805,331. July 2012-June 2014.

Co-Principal Investigator, *Development of oral and silent reading fluency and their relation with reading comprehension in first through third grade students*, Institute of Education Sciences; Principal Investigator Young-Suk Kim, FSU; \$1.6 million. July 2012-June 2016. R305A120147

Co-Principal Investigator, *Regional Education Laboratory-Southeast*, Institute of Education Sciences; Principal Investigator Barbara Foorman, FSU; \$38.6 million. January 2012-December 2017.

Co-Principal Investigator, *Definition, Classification, and Subtyping*. National Institute of Child Health and Human Development (Part of Center Grant, PI Richard Wagner; \$1,338,015 direct costs for this subproject). January 2012-December 2017. P50HD052120.

Co-Principal Investigator, *Methodology and Statistical Core*. National Institute of Child Health and Human Development (Part of Center Grant, PI Richard Wagner; \$357,857 direct costs for this subproject). January 2012-December 2017.

Principal Investigator, *Archive Data Core*. National Institute of Child Health and Human Development (Part of Center Grant, PI Richard Wagner; \$350,413 direct costs for this subproject). January 2012-December 2017.

Co-Principal Investigator, *Assessing reading for understanding: A theory-based, developmental approach*, Institute of Education Sciences; Principal Investigator John Sabatini, ETS; Subcontract to FSU is \$4.4 million. July 2010-June 2015. R305F100005.

Co-Principal Investigator, *Measuring reading progress in struggling adolescents*. Institute of Education Sciences; Principal Investigator Barbara Foorman, FSU; \$1.5 million. March 2010-February 2013. R305A100301.

Co-Principal Investigator, *Florida teacher quality grant - Cycle 3*. Florida Department of Education; Principal Investigator Barbara Foorman, FSU; \$187,450. September 2010-June 2011.

Co-Principal Investigator, *Florida teacher quality grant - Cycle 3*. Florida Department of Education; Principal Investigator Barbara Foorman, FSU \$284,015. December 2009-August 2010.

Co-Principal Investigator, *The Lexile framework for reading: Utility for instructional decision making in Florida Schools*. Florida Department of Education; Principal Investigator Ralph Radach, FSU; \$150,000. August 2007-July 2008. #186000-530-022992.

Co-Principal Investigator, *Florida Assessment for Instruction in Reading (FAIR)*. Florida Department of Education: Principal Investigator Barbara Foorman, FSU; \$1.5 million, July 2007-December 2008.

Co-Principal Investigator, *Evaluation of the Florida Reading Initiative for NEFEC*. Florida Department of Education; Principal Investigator Alysia Roehrig, FSU; \$100,000, October 2008-June 2009. #186000-530-025224.

Co-Principal Investigator, *Evaluation of the Florida Reading Initiative components of reading*. Florida Department of Education; Principal Investigator, Alysia Roehrig, FSU; \$250,000. January 2008-September 2008. #186000-530-025225.

PUBLICATIONS

Peer-Reviewed Publications

133. Truckenmiller, A., McKindles, J., **Petscher, Y.**, Eckert, T.L., & Tock, J. (in press). Expanding curriculum-based measurement in written expression for middle school. *Journal of Special Education*.
132. Kim, Y.S., **Petscher, Y.**, & Kelcey, B. (in press). Academic language and listening comprehension – Two sides of the same coin? An empirical examination of their dimensionality, relations to reading comprehension, and assessment modality. *Journal of Educational Psychology*.
131. Goodwin, A.P., **Petscher, Y.**, Jones, S., McFadden, S., Reynolds, D., & Lantos, T. (in press). The monster in the classroom: Assessing language to inform instruction. *The Reading Teacher*.

130. Adlof, S.M., Baron, L., Scoggins, J.,...& **Petscher, Y.** (2019). Accelerating adolescent vocabulary growth: Development of an individualized, web-based vocabulary instruction program. *Language Speech and Hearing Services in the School, 50*, 579-595.
129. Quinn, J.M., Wagner, R.K., Menzel, A.J., **Petscher, Y.**, Schatschneider, C., McArdle, J.J. (in press). Developmental relations between vocabulary knowledge and reading comprehension: A large-scale study of at-risk readers. *Journal of Educational Psychology*.
128. Compton, D.L., Steacy, L., **Petscher, Y.**, Rueckl, J., Landi, N...& Pugh, K. (2019). Linking behavioral and computation approaches to better understand variant vowel pronunciations in developing readers. *New Directions for Child and Adolescent Development, 165*, 55-71.
127. **Petscher, Y.**, & Schatschneider, C. (2019). Using *n*-level structural equation models for causal modeling in fully nested, partially nested, and cross-classified randomized controlled trials. *Educational and Psychological Measurement, 79*, 1075-1102.
126. Kim, Y.S., **Petscher, Y.**, & Vorstius, C. (2019). The science of beginning reading: Eye-movements during oral and silent reading. *Contemporary Educational Psychology, 58*, 102-120.
125. **Petscher, Y.**, Solari, E.J., & Catts, H.W. (2019). Conditional longitudinal relations of elementary literacy skills to high school reading comprehension. *Journal of Learning Disabilities, 52*, 324-336.
124. Fitton, L., Hoge, R., **Petscher, Y.**, & Wood, C. (2019). Psychometric Evaluation of the Bilingual English-Spanish Assessment Sentence Repetition Task for Clinical Decision-Making. *Journal of Speech, Language, and Hearing Research, 62*, 1906-1922.
123. Gray, S., Fox, A., Green, S., Alt, M., Hogan, T., **Petscher, Y.**, & Cowan, N. (2019). Working memory profiles of children with dyslexia, developmental language disorder, or both. *Journal of Speech, Language, and Hearing Research, 62*, 1839-1858.
122. **Petscher, Y.**, & Koon, S. (in press). Moving the needle on multivariate screening: Comparisons between machine learning and logistic regression. *Assessment for Effective Intervention*. Doi: [10.1177/1534508418791740](https://doi.org/10.1177/1534508418791740)
121. Wanzek, J., **Petscher, Y.**, Al Otaiba, S., & Donegan, R. (2019). Retention of reading intervention effects from fourth to fifth grade for students with reading difficulties. *Reading and Writing Quarterly, 35*, 277-288.

120. Truckenmiller, A., & **Petscher, Y.** (in press). The role of academic language in written composition in elementary to middle school. *Reading and Writing*.
119. **Petscher, Y.**, & Pfeiffer, S.I. (in press). Reconsidering the psychometrics of the GRS-S: Evidence for parsimony in measurement. *Assessment for Effective Intervention*.
118. Steacy, L., Compton, D.L., **Petscher, Y.**, Elliott, J.D., Smith, K. (2019). Development and prediction of context-dependent vowel pronunciation in elementary readers. *Scientific Study of Reading*. Doi: [10.1080/10888438.2018.1466303](https://doi.org/10.1080/10888438.2018.1466303)
117. Spencer, M., Wagner, R.K., & **Petscher, Y.** (2019). The reading comprehension and vocabulary knowledge of children with poor reading comprehension despite adequate decoding: Evidence from a regression-based approach. *Journal of Educational Psychology*, *111*(1), 1-14. Doi: 10.1037/edu0000274
116. Kim, Y. S. G., **Petscher, Y.**, Wanzek, J., & Al Otaiba, S. (2018). Relations between reading and writing: a longitudinal examination from grades 3 to 6. *Reading and writing*, *31*(7), 1591-1618.
115. Quinn, J., Folsom, J., & **Petscher, Y.** (2018). Peer Effects on Vocabulary Knowledge: A Linear Quantile Mixed-Modeling Approach. *Education Sciences*, *8*(4), 181.
114. Goodwin, A., **Petscher, Y.**, Reynolds, D., Lantos, T., Gould, S., & Tock, J. (2018). When Complexity Is Your Friend: Modeling the Complex Problem Space of Vocabulary. *Education Sciences*, *8*(4), 169.
113. Al Otaiba, S., **Petscher, Y.**, Wanzek, J., Lan, P., & Rivas, B. (2018). I'm Not Throwing Away My Shot: What Alexander Hamilton Can Tell Us about Standard Reading Interventions. *Learning Disabilities Research & Practice*, *33*(3), 156-167. Doi: 10.1111/ldrp.12179
112. **Petscher, Y.**, Justice, L., & Hogan, T. (2018). Modeling the effects and early language trajectory of language comprehension in young readers. *Child Development*, *89*, 2136-2156. Doi: 10.1111/cdev.12880
111. Foorman, B. R., & **Petscher, Y.** (2018). Decomposing the Variance in Reading Comprehension to Reveal the Unique and Common Effects of Language and Decoding. *JoVE (Journal of Visualized Experiments)*, (140), e58557-e58557.
110. Puranik, C. S., **Petscher, Y.**, Otaiba, S. A., & Lemons, C. J. (2018). Improving Kindergarten Students' Writing Outcomes Using Peer-Assisted Strategies. *The Elementary School Journal*, *118*(4), 680-710. Doi: [10.1086/697432](https://doi.org/10.1086/697432)
109. Wood, C., Wofford, M. C., Gabas, C., & **Petscher, Y.** (2018). English Narrative Language Growth Across the School Year: Young Spanish–English Dual

- Language Learners. *Communication Disorders Quarterly*, 1525740118763063. Doi: 10.1177/1525740118763063
108. Foorman, B. R., **Petscher, Y.**, & Herrera, S. (2018). Unique and common effects of decoding and language factors in predicting reading comprehension in grades 1–10. *Learning and Individual Differences*, 63, 12-23. Doi: 10.1016/j.lindif.2018.02.011
107. Solari, E. J., Denton, C. A., **Petscher, Y.**, & Haring, C. (2018). Examining the Effects and Feasibility of a Teacher-Implemented Tier 1 and Tier 2 Intervention in Word Reading, Fluency, and Comprehension. *Journal of Research on Educational Effectiveness*, 11(2), 163-191. Doi: [10.1080/19345747.2017.1375582](https://doi.org/10.1080/19345747.2017.1375582)
106. Catts, H.W., & **Petscher, Y.** (2018). Early identification of dyslexia: Current advancements and future directions. *Perspectives*, 3, 33-36.
105. Wood, C., Fitton, L., **Petscher, Y.**, Rodriguez, E., Sunderman, G., & Lim, T. (2018). The Effect of e-Book vocabulary instruction on Spanish–English speaking children. *Journal of Speech, Language, and Hearing Research*, 61(8), 1945-1969. Doi: 10.1044/2018_JSLHR-L-17-0368
104. Stanley, C., **Petscher, Y.**, & Catts, H.W. (2018). Longitudinal investigation of direct and indirect links between reading skills in kindergarten and reading comprehension in tenth grade. *Reading and Writing: An Interdisciplinary Journal*, 31, 133-153. Doi: 10.1007/s11145-017-9777-6
103. Adlof, S.M., Scoggins, J., Brazendale, A., Babb, S., & **Petscher, Y.** (2017). Identifying children at risk for language impairment or dyslexia with group-administered measures. *Journal of Speech, Language, Hearing, and Reading*, 60, 3507-3522. Doi: 10.1044/2017_JSLHR-L-16-0473
102. Wanzek, J., **Petscher, Y.**, Al Otaiba, S., Rivas, B., Jones, F., Kent, S., Schatschneider, C. & Mehta, P. (2017). Effects of a year-long supplemental reading intervention for students with reading difficulties in fourth grade. *Journal of Educational Psychology*, 109, 1103-1119. Doi: [10.1037/edu0000184](https://doi.org/10.1037/edu0000184)
101. Wood, C., Bustamante, K., Fitton, L., Brown, D., & **Petscher, Y.** (2017). Rapid automated naming and performance of young Spanish-English speaking children. *Languages*, 2, 1-17. Doi: 10.3390/languages2030013
100. **Petscher, Y.**, Al Otaiba, S., Wanzek, J., Rivas, B., & Jones, F. (2017). The relation between global and specific growth mindset with elementary school students' reading performance. *Scientific Study of Reading*, 21, 376-391. Doi: [10.1080/10888438.2017.1313846](https://doi.org/10.1080/10888438.2017.1313846)

99. Foorman, B.R., **Petscher, Y.**, Stanley, C., & Truckenmiller, A. (2017). Latent profiles of reading and language and their association with reading comprehension in kindergarten through tenth grade. *Journal of Research on Educational Effectiveness, 10*, 619-645. Doi: 10.1080/19345747.2016.1237597
98. Terry, N.P., **Petscher, Y.**, & Rhodes, K. (2017). Psychometric analysis of the Diagnostic Evaluation of Language Variation – Screening Test: Extension to pre-kindergarten (age 4). *Assessment for Effective Intervention, 42*, 176-185. Doi: 10.1177/1534508416679402
97. Connor, C.M., Dombek, J., Crowe, E.C., Spencer, M., Coffinger, S., & **Petscher, Y.** (2017). Acquiring science and social studies knowledge in kindergarten through fourth grade: Conceptualization, design, implementation and efficacy testing of content-area literacy instruction (CALI). *Journal of Educational Psychology, 109*, 301-320. Doi: 10.1037/edu0000128
96. Goodwin, A., **Petscher, Y.**, Carlisle, J., & Mitchell, A. (2017). Exploring the dimensionality of morphological knowledge for adolescent readers. *Journal of Research in Reading, 40*, 91-117. Doi: 10.1111/1467-9817.12064.
95. Reed, D.K., **Petscher, Y.**, & Truckenmiller, A.J. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly, 52*, 253-266. Doi: 10.1002/rrq.158.
94. **Petscher, Y.**, Foorman, B.R., & Truckenmiller, A.J. (2017). The impact of item dependency on the efficiency of testing and reliability of student scores from a computer adaptive assessment of reading comprehension. *Journal of Research on Educational Effectiveness, 10*, 408-423. Doi: 10.1080/19345747.2016.1178361.
93. Foorman, B., Herrera, S., Dombek, J., Schatschneider, C., & **Petscher, Y.** (2017). *The relative effectiveness of two approaches to early literacy intervention in grades K-2*. (REL 2017-251). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>
92. Kieffer, M.J., **Petscher, Y.**, Proctor, C.P., & Silverman, R. (2016). Is the whole greater than the sum of its parts? Modeling the contributions of language comprehension skills to reading comprehension. *Scientific Studies of Reading, 20*, 436-454. Doi: 10.1080/10888438.2016.1214591
91. **Petscher, Y.**, Quinn, J., & Wagner, R.K. (2016). Modeling the co-development of correlated processes with longitudinal and cross-construct effects. *Developmental Psychology, 52*, 1690-1704. Doi: 10.1037/dev0000172.

90. **Petscher, Y.** (2016). Do our means of inquiry match our intentions? *Frontiers in Psychology*, 7. Doi: 10.3389/fpsyg.2016.01048.
89. Wanzek, J., **Petscher, Y.**, Al Otaiba, S., Kent, S.C., Schatschneider, C., Haynes, M., et al (2016). Examining the average and local effects of a standardized treatment for fourth graders with reading difficulties. *Journal of Research on Educational Effectiveness*, 9, 45-66. Doi: 10.1080/19345747.2015.1116032.
88. Kim, Y.S.G., **Petscher, Y.**, & Park, Y. (2016). Examining word factors and child factors for acquisition of conditional sound-spelling consistencies: A longitudinal study. *Scientific Studies of Reading*, 20, 265-282. Doi: 10.1080/10888428.2016.1162794
87. Truckenmiller, A., **Petscher, Y.**, Gaughan, L., & Dwyer, T. (2016). *Predicting mathematics outcomes with a reading screener in grades 3-8*. (REL 2016-180). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
86. Hughes, J., & **Petscher, Y.** (2016). *A guide to developing and evaluating a college readiness screener*. (REL 2016-169). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>
85. Kim, Y., & **Petscher, Y.** (2016). Prosodic sensitivity and reading: An investigation of pathways of relations using a latent variable approach. *Journal of Educational Psychology*, 108, 630-645. Doi: 10.1037/edu0000078
84. Folsom, J.S., **Petscher, Y.**, Osborne-Lampkin, L., Cooley, S., Herrera, S., Partridge, M., & Smith, K. (2016). *School reading performance and the extended school policy in Florida*. (REL 2016-141). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
83. Gilbert, J.K., **Petscher, Y.**, Compton, D.L., & Schatschneider, C. (2016). Consequences of misspecifying levels of variance in cross-classified longitudinal data structures. *Frontiers in Psychology*, 7, 695. Doi: 10.3389/fpsyg.2016.00695.
82. Koon, S., & **Petscher, Y.** (2016). *Examining Florida reading assessments predictive of success on college readiness measures*. (REL 2016-24). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

81. Reed, D.K., **Petscher, Y.**, & Foorman, B.R. (2016). The contribution of vocabulary knowledge and spelling to the reading comprehension of adolescents who are and are not English language learners. *Reading and Writing, 29*, 633-657. Doi: 10.1007/s11145-015-9619-3.
80. Hughes, J., Zhou, C., & **Petscher, Y.** (2015). *Comparing predicted changes of success for credit recovery in online and face-to-face courses in Florida* (REL 2015–095). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
79. Koon, S., **Petscher, Y.**, & Hughes, J. (2015). *Examining school performance in South Carolina using latent factor scores* (REL 2015–097). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
78. Foorman, B.R., Koon, S., **Petscher, Y.**, Mitchell, A.M., & Truckenmiller, A. (2015). Examining general and specific factors in the dimensionality of oral language and reading in 4th to 10th grades. *Journal of Educational Psychology, 107*, 884-899. DOI: 10.1037/edu0000026.
77. Spencer, M., Muse, A., Wagner, R.K., Foorman, B.R., **Petscher, Y.**, Schatschneider, C., Tighe, E., & Bishop, D. (2015). What does it mean to know a word? Examining the underlying dimensions of morphological awareness and vocabulary knowledge. *Reading and Writing, 28*, 959-988. Doi: 10.1007/211145-015-9557-0.
76. Mitchell, A.M., Truckenmiller, A., & **Petscher, Y.** (2015). Understanding computer adaptive assessments: Fundamentals and considerations for school psychologists. *Communique, 43*, 8.
75. Coddling, R.S., **Petscher, Y.**, & Truckenmiller, A. (2015). Examining CBM reading, mathematics, and writing at the secondary level. *Journal of Educational Psychology, 107*, 437-450. Doi: 10.1037/a0037520
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1. Schatschneider, C., **Petscher, Y.,** & Williams, K.M. (2008). How to evaluate a screening process: The vocabulary of screening and what educators need to know (pg. 304-317). In L. Justice & C. Vukelic (Eds.). *Every moment counts: Achieving excellence in preschool language and literacy instruction*. New York: Guilford Press.

Technical Reports

39. **Petscher, Y.,** Stanley, C., & Pentimonti, J. (2019). *Overall screening and assessment*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org
38. **Petscher, Y.,** Pentimonti, J., & Stanley, C. (2019). *Reliability*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org
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36. Stanley, C., **Petscher, Y.,** & Pentimonti, J. (2019). *Classification accuracy*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org
35. Pentimonti, J., **Petscher, Y.,** & Stanley, C. (2019). *Sample representativeness*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org
34. Pentimonti, J., **Petscher, Y.,** & Stanley, C. (2019). *Bias*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org

33. **Petscher, Y.**, Fien, H., Stanley, C., Gearin, B., Gaab, N., Fletcher, J.M., & Johnson, E. (2019). *Screening for Dyslexia*. Eugene, OR: National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>
32. Baker, S.K., Fien, F., Nelson, N. J., **Petscher, Y.**, Sayko, S., & Turtura, J. (2017). *Learning to read: "The simple view of reading"*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>
31. National Center on Improving Literacy (2018). *What do we mean by evidence-based?* Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.
30. Stanley, C. & **Petscher, Y.** (2018). *Defining Dyslexia*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy.
29. **Petscher, Y.**, Margolin, J., Kuckle, L., Danielson, L., & Edmonds, R.Z. (2018). *Outcomes of students receiving design-based intervention: A summative evaluation of the National Center for Intensive Intervention*. Washington, DC: American Institutes for Research.
28. Foorman, B.R., **Petscher, Y.**, & Schatschneider, C. (2015). *Florida Assessments for Instruction in Reading, Aligned to the Language Arts Florida Standards (FAIR-FS): Grades 3-12 Technical Manual*. Tallahassee, FL: FCRR.
27. Foorman, B.R., **Petscher, Y.**, & Schatschneider, C. (2015). *Florida Center for Reading Research (FCRR) Reading Assessment (FRA): Grades 3-12 Technical Manual*. Tallahassee, FL: FCRR.
26. Foorman, B.R., **Petscher, Y.**, & Schatschneider, C. (2015). *Florida Center for Reading Research (FCRR) Reading Assessment (FRA): Grades K-2 Technical Manual*. Tallahassee, FL: FCRR.
25. Cabell, S. Q., Justice, L. M., Piasta, S. B., Curenton, S. M., Wiggins, A., Pence Turnbull, K., McGinty, A. S., DeCoster, J., Foston, L. D., & **Petscher, Y.** (2014). *Improving teacher-child conversations in preschool classrooms: Effects on teachers and children*. Center for Advanced Study of Teaching and Learning Research Brief. Charlottesville, VA: University of Virginia.
24. **Petscher, Y.**, Kershaw, S., & Foorman, B.R. (2012). *The association between the FCAT success probability (FSP) from the FAIR with FCAT low and high achieving performances*. Florida Center for Reading Research. Technical Report.
23. **Petscher, Y.**, & Foorman, B.R. (2011). *Summary of the predictive relationship between the FAIR and the FCAT in grades 3-10*. Florida Center for Reading Research. Technical Report.

22. **Petscher, Y.** (2011). *Concurrent and predictive relationship of the K-2 Florida Assessments for Instruction in Reading (FAIR) to the 3-12 FAIR and the FCAT*. Florida Center for Reading Research. Technical Report.
21. Foorman, B.R., & **Petscher, Y.** (2010). *Summary of the predictive relationship between the FAIR and the FCAT in grades 3-10*. Florida Center for Reading Research. Technical Report.
20. Foorman, B.R., & **Petscher, Y.** (2010). *The unique role of the FAIR Broad Screen in predicting FCAT Reading Comprehension*. Florida Center for Reading Research. Technical Report.
19. **Petscher, Y.**, & Feller, K. (2010). *The value-added of a silent reading fluency instructional protocol and retained students' achievement in reading comprehension*. Reading Plus. Technical Report.
18. **Petscher, Y.**, & Foorman, B.R. (2009). *A comparison of 9th and 11th grade students in CATER compared with propensity matched students*. Florida Center for Reading Research.
17. Foorman, B.R., & **Petscher, Y.** (2009). *Identifying Schools that are "Beating the Odds"*. Florida Center for Reading Research. Technical Report.
16. Torgesen, J.K., Foorman, B.R., Schatschneider, C., & **Petscher, Y.** (2009). *Florida Assessment for Instruction in Reading: Grades 3-12 Technical Manual 2009-2010 Edition*. Florida Center for Reading Research. Technical Report.
15. Foorman, B.R., Torgesen, J.K., Schatschneider, C., & **Petscher, Y.** (2009). *Florida Assessment for Instruction in Reading: Kindergarten – Grade 2 Technical Manual 2009-2010 Edition*. Florida Center for Reading Research. Technical Report.
14. Roehrig, A.D., Turner, J.E., & **Petscher, Y.** (2008). *Evaluation proposal of the Florida Reading Initiative for the Northeast Florida Education Consortium*. Florida Center for Reading Research. Technical Report.
13. **Petscher, Y.**, & Torgesen, J. (2007). *Comparisons between focus schools receiving a site visit and focus schools not receiving a site visit on selected outcomes*. Florida Center for Reading Research. Technical Report.
12. **Petscher, Y.**, & Foorman, B. (2007). *A comparison of overall school growth in selected outcome measures between FRI and non-FRI schools*. Florida Center for Reading Research. Technical Report.

11. Torgesen, J. K., & **Petscher, Y.** (2007). *Results from the Seminole County Intervention Project – Year 2*. Florida Center for Reading Research. Technical Report.
10. Torgesen, J.K., & **Petscher, Y.** (2007). *The relationship between coaching behaviors and student outcomes: Findings from reading coaches in Reading First Schools*. Florida Center for Reading Research. Technical Report.
9. **Petscher, Y.**, & Torgesen, J.K. (2007). *Comparison of Student Performance on the Median FCAT NRT Percentile Rank in Reading First schools from Cohort 1 with a matched set of controls*. Florida Center for Reading Research. Technical Report.
8. Torgesen, J.K., & **Petscher, Y.** (2007). *Comparison of Student Performance on the FCAT NRT in Reading First schools from Cohort 1 with a matched set of controls*. Florida Center for Reading Research. Technical Report.
7. Torgesen, J.K., & **Petscher, Y.** (2007). *Comparison of Student Performance on the FCAT SSS in Reading First schools from Cohort 1*. Florida Center for Reading Research. Technical Report.
6. Torgesen, J., **Petscher, Y.**, & Nettles, S. (2005). *Results of the Polk County Reading Intervention*. Florida Center for Reading Research. Technical Report.
5. Torgesen, J., Nettles, S., & **Petscher, Y.** (2005). *Oral Reading Fluency and FCAT Risk Levels for Broward County Middle School Students*. Florida Center for Reading Research. Technical Report.
4. Torgesen, J., Nettles, S., Howard, P., Winterbottom, R., & **Petscher, Y.** (2005). *Brief Report of a study to investigate the relationship between several brief measures of reading fluency and performance on the FCAT in 4th, 6th, 8th, and 10th grades*. Florida Center for Reading Research. Technical Report.
3. **Petscher, Y.**, Nettles, S. (2005). *The Principal Implementation Questionnaire: Evidence of Reliability and Factor Validity*. Florida Center for Reading Research. Technical Report.
2. Torgesen, J., Nettles, S., & **Petscher, Y.** (2005). *Seminole County Intensive Reading Data Results Report*. Florida Center for Reading Research. Technical Report.
1. **Petscher, Y.**, & Nettles, S. (2005). *The Principal Implementation Survey: Initial Pilot Study*. Florida Center for Reading Research. Technical Report.

ASSESSMENT AND TEST DEVELOPMENT

Goodwin, A., & Petscher, Y. (2018). *Monster, PI*. Nashville, TN: Vanderbilt University.

Foorman, B.R., Petscher, Y., & Schatschneider, C. (2014). *FCRR Reading Assessments: 3-12*. Tallahassee, Florida: Florida Center for Reading Research.

Foorman, B.R., Petscher, Y., & Schatschneider, C. (2014). *FCRR Reading Assessments: Prek-2*. Tallahassee, Florida: Florida Center for Reading Research.

Foorman, B.R., Torgesen, J.K., Petscher, Y., & Schatschneider, C. (2007). *Florida Assessments for Instruction in Reading: 3-12*. Tallahassee, Florida: Florida Department of Education.

Torgesen, J.K., Foorman, B.R., Petscher, Y., & Schatschneider, C. (2007). *Florida Assessments for Instruction in Reading: K-2*. Tallahassee, Florida: Florida Department of Education.

PROFESSIONAL ACTIVITIES

Consultation

Member, Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School, American Institutes for Research, 2019-2023.

External Evaluator, Project STAIR: Supporting Teaching of Algebra, Individual Readiness, University of Missouri, 2018-2022.

External Evaluator, Intensive Interventions to Improve Math Skills of Students with Disabilities. 2016-2018.

Member, PARCC Non-Summative Assessment Development Committee, 2012.

External Evaluator, National Center on Intensive Intervention, 2011-2016.

Consultant, University of Pittsburgh, 2011: Item response analysis of letter writing.

Consultant, University of Houston-Texas, 2010: Psychometric review of Early Reading Instruments for adoption by Texas Education Agency.

Member, Florida Virtual School, 2010: Efficacy of an online intensive reading course video game.

Member, Evaluation of Teacher Effectiveness Committee, Florida State University, 2008.

Member, Reading Curriculum Intervention Review Committee, Florida Department of Education, 2008.

Chair, Applied Research Methodology Series, Florida Center for Reading Research, 2008-2010.

Member, Development of Guidelines for Evaluating Research Effectiveness, Florida Department of Education, 2008.

Evaluator of Florida *Reading First*, 2005-2008.

State of New York *Reading First* Methodological and Data Analysis Support, 2007-2008.

Member, Adolescent Literacy Grant Review Committee, 2007.

State of Connecticut *Reading First* Methodological and Data Analysis Support, 2007.

State of North Carolina *Reading First* Methodological and Data Analysis Support, 2007.

State of New Jersey *Reading First* Methodological and Data Analysis Support, 2006-2007.

Chair, Efficacy of Intensive Reading Interventions: Year 2 – Seminole County, 2006.

State of New Hampshire *Reading First* Methodological and Data Analysis Support, 2006.

Member, Efficacy of Intensive Reading Interventions: Year 1 – Seminole County, 2005.

Member, Efficacy of Reading Interventions in Polk County. 2005.

WORKSHOPS

4. Logan, J.A.R., & **Petscher, Y.** (2016, June). *Introduction to quantile regression*. Workshop held at Florida State University.
3. **Petscher, Y.**, & Logan, J.A.R. (2015, July). *Introduction to quantile regression*. Workshop held at the Society for the Scientific Study of Reading, Hawaii.
2. **Petscher, Y.**, & Logan, J.A.R. (2012, July). *Introduction to mixed models and quantile regression in SAS*. Workshop held at the Society for the Scientific Study of Reading, Montreal, Canada.
1. **Petscher, Y.**, & Schatschneider, C. (2011, November). *Applying quantile regression and dominance analysis in education sciences*. Workshop held at Ohio State University.

REFEREED PRESENTATIONS

167. Fien, H., & **Petscher, Y.** (2019). The dyslexia landscape: Current research on screening, identification, instruction, and intervention approaches. Paper presented at Pacific Coast Research Conference, San Diego, CA.

166. Truckenmiller, A.J., & **Petscher, Y.** (2019). Predictors of literacy development in middle grades: Implications for assessment and instruction. Paper presented at Pacific Coast Research Conference, San Diego, CA.
165. Zucker, T., Cabell, S., **Petscher, Y.**, Landry, S., & Mui, H. (2019). Educators and Parents Teaching Together to Support At-Risk Head Start Students' Language and Literacy Skills. Paper presented at the Society for Research on Child Development, Baltimore MD.
164. Ai, A., **Petscher, Y.**, & Lemieux, C. (2019). Childhood Mistreatment Related to Traumatization and Substance Use in Adult Latino Americans: Omitted-Variable Bias Impacts. Poster presented at Society of Behavioral Medicine, Washington, DC.
163. **Petscher, Y.** (2018). Leveraging technology and quantitative methods to build better screeners. Paper presented at International Dyslexia Association, Mashantucket, CT.
162. **Petscher, Y.** (2018). Where we've been, where we are, and where we're going with screening. Paper presented at International Dyslexia Association, Mashantucket, CT.
161. Ai, A., L., Lemieux, C. M., & **Petscher, Y.** (2018) Childhood mistreatment, traumatization, substance use disorders, and discrimination: Implications for the current national Latino policy. Paper presented at the Innovation, organized by the APA International Psychology Summit Committee of International Relations in Psychology (CIRP) at in San Francisco, CA.
160. Kim, Y.S.G., & **Petscher, Y.** (2018). The co-development of mind and language. Paper presented at the Society for Text and Discourse, Brighton, England.
159. Kent, S., Jones, F., & **Petscher, Y.** (2018). Response to reading intervention: Comparison of methods and predictors of responsiveness. Poster presented at the Society for the Scientific Study of Reading, Brighton, England.
158. Truckenmiller, A., & **Petscher, Y.** (2018). The unique role of academic language in written expression across late elementary to secondary grade levels. Poster presented at the Society for the Scientific Study of Reading, Brighton, England.
157. McIlraith, A., **Petscher, Y.**, Truckenmiller, A., & Foorman, B. (2018). An explanatory item response model for Grade 3 reading comprehension: The influence of child, item, and passage characteristics. Poster presented at the Society for the Scientific Study of Reading, Brighton, England.
156. Kim, Y.S.G. & **Petscher, Y.** (2018). Academic language: Empirical exploration of dimensionality. Paper presented at the Society for the Scientific Study of Reading, Brighton, England.
155. Connor, C.M., Kelcey, B., Sparapani, N., **Petscher, Y.**, Siegal, S.,...Carlisle, J. (2018). Talking class? Talking predicts students' reading gains. Paper presented at the Society for the Scientific Study of Reading, Brighton, England.

154. Alt, M., Gray, S., Green, S., Hogan, T., **Petscher, Y.**, Fox, A., & Cowan, N. (2018, May). Working memory profiles of children with dyslexia, developmental language disorder, and typical development. Invited talk presented to the community at the University of Hong Kong, Hong Kong.
153. Compton, D., Steacy, L., **Petscher, Y.**, Rueckle, J., Frost, S., & Pugh, K (2018). Exploring the role of phonological awareness and attention as mediators of the statistical learning-word reading relationship in developing readers. Paper presented at the Society for the Scientific Study of Reading, Brighton, England.
152. Puranik, C., & **Petscher, Y.** (2018). Longitudinal associations between self-regulation and early writing. Paper presented at the Society for the Scientific Study of Reading, Brighton, England.
151. **Petscher, Y.** & Fein, H. (April, 2018). Leveraging technology for improving methods of screening. Paper presented at British Dyslexia Association, Telford, England.
150. **Petscher, Y.** & Fein, H. (February, 2018). The language and application of screening. Paper presented at Plain Talk for Literacy, New Orleans, Louisiana.
149. Gray, S., Green, S., Alt, M., Hogan, T., **Petscher, Y.**, & Cowan, N. (July, 2017). Working memory profiles of children with dyslexia, language impairment, and typical development. Paper presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
148. Gabas, C., Wofford, M.C., Wood, C., & **Petscher, Y.** (July, 2017). Growth in oral narrative retells for Spanish-English dual English language learners. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
147. Catts, H., Cain, K., & **Petscher, Y.** (July, 2017). Co-development of early working memory and oral language abilities and prediction of reading comprehension. Paper presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
146. Kim, Y., & **Petscher, Y.** (July, 2017). Academic language –dimensionality and relation to reading comprehension. Paper presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
145. Adlof, S., Kapelner, A., **Petscher, Y.**, McKeown, M., & Perfetti, C. (July, 2017). Examining the effects of DictionarySquared on high school students' vocabulary and reading comprehension: A randomized controlled trial. Paper presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
144. **Petscher, Y.**, Schatschneider, C., & Wanzek, J. (July, 2017). Supporting complex randomized controlled trial designs with not as complex analytic solution. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
143. Wood, C., Fitton, L., & **Petscher, Y.** (July, 2017). The effect of ebook vocabulary instruction on Spanish-English instruction. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
142. Compton, D., Steacy, L., **Petscher, Y.**, Rueckl, J., Frost, S., & Pugh, K. (July, 2017). Development and prediction of context-dependent vowel pronunciation in

- typical developing and struggling elementary English readers. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
141. **Petscher, Y.**, Compton, D., Wagner, R., Schatschneider, C., Catts, H., & Steacy, L. (2017). Evaluating multivariate multi-strategy methods for improving screening methods. Paper presented at the Society of Prevention Research, Washington, D.C.
 140. Bailey, T., Ruedel, K., & **Petscher, Y.** (April, 2017). Data analysis strategies for using general outcome measures to evaluate program impact. Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.
 139. Al Otaiba, S., Wanzek, J., **Petscher, Y.**, Rivas, B., Jones, F., & Levy, D. (April, 2017). Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn. Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.
 138. Wofford, C., et al (2017). English narrative language growth across the school year: Young Spanish-English dual language learners. Paper presented at the American Speech-Language-Hearing Association.
 137. Adlof, S., et al (2017). Developing and testing a web based vocabulary intervention for high school students. Paper presented at the American Speech-Language-Hearing Association.
 136. Fitton, L., & **Petscher, Y.** (2017). The dimensionality and criterion validity of the sentence repetition subtest of the Bilingual English-Spanish Assessment. Paper presented at the American Speech-Language-Hearing Association.
 135. Bustamante, K., Wood, C., Fitton, L., Brown, D., & **Petscher, Y.** (2017). Young Spanish-speaking, English learners' rapid automated naming: Relations to language experience dependent literacy measures. Poster presented at the American Speech-Language-Hearing Association.
 134. Goodwin, A., & **Petscher, Y.** (2017). Monster, PI: A computer adaptive, standardized assessment of morphological knowledge. Paper presented at Literacy Research Association.
 133. Wood, C., Fitton, L., **Petscher, Y.**, Rodriguez, E., Sunderman, G., & Lim, T. (2017). Young Spanish-English heritage speakers and e-book instruction effect through L1 activation. Paper presented at Bilingualism in the Hispanic and Lusophone World. Tallahassee, FL.
 132. **Petscher, Y.** (2016). When do our mean treatment effects not mean enough? Paper presented at the International Dyslexia Association. Orlando, FL.
 131. **Petscher, Y.** (2016). Evaluating profiles of students' reading in language skills in K-10. Paper presented at the National Conference on Student Assessment. Philadelphia, PA.

130. Goodwin, A.P., & **Petscher, Y.** (2016). Embracing complexity: Assessing morphological knowledge for middle schools students. Paper presented at the American Education Research Association. Washington, D.C.
129. Kim, Y.S., **Petscher, Y.**, & Vorstius, C. (2016). Eye movements in oral and silent reading and reading proficiency for beginning readers. Paper presented at the American Education Research Association. Washington, D.C.
128. Koon, S., **Petscher, Y.**, & Hughes, J. (2016). Development and examination of an alternative school performance index in South Carolina. Poster presented at the American Education Research Association. Washington, D.C.
- 127. Petscher, Y.** (2015). Quantile dominance for the study of individual differences in reading. Poster presented at the Society for the Scientific Study of Reading. Hawaii.
126. Quinn, J., Wagner, R., Menzel, A., **Petscher, Y.**, Schatschneider, C., & McArdle, J. (2015). The co-development of vocabulary knowledge and reading comprehension. Poster presented at the Society for the Scientific Study of Reading. Hawaii.
- 125. Petscher, Y.** (2015). Testing the importance of individual growth curves: Models and headaches. Paper presented at the American Education Research Association. Chicago, IL.
124. Koon, S., & **Petscher, Y.** (2015). Using evidence-based decision trees instead of formulas to identify at-risk readers. Paper presented at the American Education Research Association. Chicago, IL.
123. Quinn, J.M., Wagner, R., Menzel, A., **Petscher, Y.**, Schatschneider, C., & McArdle, J.J. (2015). Developmental relations between vocabulary knowledge and reading comprehension: A large-scale replication study. Paper presented at the Society for Research in Child Development. Philadelphia, PA.
122. **Petscher, Y.**, Zhou, C., & Foorman, B.R. (2015). Understanding the importance of foundational reading skills in predicting reading comprehension: A new solution to an old problem. Paper presented at the Society for Research on Educational Effectiveness. Washington, D.C.
121. Foorman, B.R., Koon, S., & **Petscher, Y.** (2015). The dimensionality of oral language and reading in 4th-10th grades: A bi-factor approach. Paper presented at the Society for Research on Educational Effectiveness. Washington, D.C.
120. **Petscher, Y.**, Kershaw, S., Koon, S., & Foorman, B.R. (2014). Testing the importance of individual growth curves in predicting performance on a high-stakes

reading comprehension test in Florida. Paper presented at the Florida Educational Research Association. Cocoa Beach, FL.

119. **Petscher, Y.,** Zhou, C., & Foorman, B.R. (2014). Evidence from a simulation study and randomized controlled trial on the impact of item dependency in a computer adaptive test of reading in Florida. Paper presented at the Florida Educational Research Association. Cocoa Beach, FL.
118. Koon, S., **Petscher, Y.,** & Foorman, B.R.(2014). Using evidenced-based decision trees instead of formulas to identify at-risk readers. Paper presented at the Florida Educational Research Association. Cocoa Beach, FL.
117. Herrera, S., **Petscher, Y.,** & Foorman, B.R. (2014). Relations among syntax, vocabulary, listening comprehension, phonological awareness, decoding fluency, and reading comprehension in grades k-2. Paper presented at the Florida Educational Research Association. Cocoa Beach, FL.
116. **Petscher, Y.** (2014). Testing the importance of individual growth curves in predicting performance on the FCAT. Paper presented at the Florida Reading Association. Orlando, FL.
115. **Petscher, Y.,** Foorman, B.R., & Mitchell, A.M. (2014). Conditional predictive validity of component reading comprehension skills. Paper presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
114. Connor, C.M., Carlisle, J., Kelcey, B., **Petscher, Y.,** Sparapani, N., & Ingebrand, S. (2014). Studying instruction in reading comprehension: Creating opportunities for learning from text. Paper presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
113. Pilcher, H., Kim, Y.S., Kelcey, B., & **Petscher, Y.** (2014). Reading instruction and first graders' literacy skills. Poster presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
112. Kershaw, S., Foorman, B.R., & **Petscher, Y.** (2014). The structure of oral language and its relation to reading and various levels of comprehension in kindergarten through grade 2. Poster presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
111. Calhoun, M.B., & **Petscher, Y.** (2014). Middle school students with reading disabilities can learn to read: Examining reading gains across three middle school projects. Paper presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
110. Carlisle, J. Connor, C.M., Kelcey, B., **Petscher, Y.,** Sparapani, N., & Ingebrand, S. (2014). Development of an observation system: Creating opportunities to learn from

- text. Poster presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
109. Mehta, P.D., & **Petscher, Y.** (2015). N-level structural equation model of student achievement data nested with repeated teachers, schools, and districts. Paper presented at Advances in Multilevel Model Applications in Educational Research, UMD.
108. Solari, E., **Petscher, Y.**, Grimm, R., & Gerber, M.M. (2014). Development in Spanish-speaking English language learners: Role of Spanish and English early literacy skills. Paper presented at the Society for the Scientific Study of Reading, Santa Fe, NM.
107. Kim, Y.-S., Park, Y., & **Petscher, Y.** (2014). Development of spelling in Korean: Examining word characteristics. Paper accepted to be presented at the Sig Writing Conference, Amsterdam, Netherlands. Part of a symposium “Cross-language orthographies: A tribute to Malt Joshi” organized by Berninger, V. W.
106. Kershaw, S., **Petscher, Y.**, & Foorman, B.R. (2014) A longitudinal latent quantile regression of the simple view of reading. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
105. Puranik, C.S., **Petscher, Y.**, & Lonigan, C.J. (2014). Longitudinal examination of transcription and writing skills in preschool and kindergarten children. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
104. Kershaw, S., Foorman, B.R., & **Petscher, Y.** (2013). REL-SE technical report on diagnostic accuracy of the FAIR. Paper presented at the Florida Reading Association, Orlando, FL.
103. Phillips, B., Lonigan, C., **Petscher, Y.**, & Tabluda, G. (2013). Predictions of growth in school children’s emergent literacy skills from their home language and literacy environments. Paper presented at the Society for the Scientific Study of Reading, Hong Kong, China.
- 102. Petscher, Y.**, & Puranik, C. (2013). Development of letter writing skills: Effects on student and letter characteristics. Poster presented at the Society for the Scientific Study of Reading, Hong Kong, China.
101. Collins, A., Compton, D.L., Gilbert, J.K., & **Petscher, Y.** (2013). Does intervention change the covariance between prior and later reading performance? If so, for whom? Poster presented at the Society for the Scientific Study of Reading, Hong Kong, China.

100. Kim, Y.S., Bishop, D., **Petscher, Y.**, & Cho, J.R. (2013). Comparison of a unique contribution of rapid serial naming to reading in English and Korean. Paper presented at the Society for the Scientific Study of Reading, Hong Kong, China.
99. **Petscher, Y.** (2013). Differential specification of the bi-factor model for computer adaptive testing. Paper presented at the National Council for Measurement in Education, San Francisco, CA.
98. Foorman, B.R., & **Petscher, Y.** (2013). Components of reading comprehension: What dominates at what grade? Paper presented at the American Education Research Association, San Francisco, CA.
97. Kieffer, M., & **Petscher, Y.** (2013). Unique contributions or measurement error? Applying a bi-factor structural equation model to investigate the roles of morphological awareness and vocabulary knowledge in reading comprehension. Paper presented at the American Education Research Association, San Francisco, CA.
96. Wagner, R., Schatschneider, C., & **Petscher, Y.** (2013). The value of multivariate models of classification and identification. Paper presented at the Society for Research on Child Development, Seattle, WA.
95. Quinn, J.M., Wagner, R.K., **Petscher, Y.**, Lopez, D. (2013). Dual change score modeling of developmental relationships between vocabulary and reading comprehension: A second look. Poster presented at the Society for Research on Child Development, Seattle, WA.
94. Calhoun, M.B., & **Petscher, Y.** (2013). Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school projects. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
93. Schatschneider, C., Logan, J., & **Petscher, Y.** (2013) Detecting Matthew effects in literacy research. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
92. **Petscher, Y.**, & Foorman, B.R. (2012). Increasing the precision of student's ability in tests of reading comprehension: Evidence from a randomized control trial. Poster presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.
91. Calhoun, M.B., & **Petscher, Y.** (2012). Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school projects. Poster presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.

90. Kent, S., **Petscher, Y.**, Al Otaiba, S., & Wanzek, J. (2012). Kindergarten predictors of first grade writing quality. Poster presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.
89. Quinn, J., Wagner, R., & **Petscher, Y.** (2012). A longitudinal model of the relationship between vocabulary and reading comprehension. Poster presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.
88. Reed, D., **Petscher, Y.**, & Hoover, W. (2012). The contribution of spelling and word knowledge to the reading comprehension of limited English proficient and English dominant students. Poster presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.
87. Gao, Y., Justice, L., Tompkins, V., & **Petscher, Y.** (2012). Classroom age composition and vocabulary development among at-risk preschoolers. Paper presented at the Society for the Scientific Study of Reading, Montreal Quebec, Canada.
86. **Petscher, Y.**, Foorman, B., Schatschneider, C., & Wagner, R. (2012). Multiple group estimation of component skill factors and relations to reading comprehension. Paper presented at the National Council on Measurement in Education, Vancouver, BC.
85. **Petscher, Y.** (2012). Differential specification of the bifactor model to control for item dependency in reading comprehension. Poster presented at the Society for Research on Child Development, Tampa, Florida.
84. **Petscher, Y.**, Justice, L., Hogan, T., & Mashburn, A. (2012). Measuring children's development when the measures themselves change over time: The early language trajectory of poor comprehenders. Paper presented at the Society for Research on Child Development, Tampa, Florida.
83. Pentimonti, J., Zucker, T., **Petscher, Y.**, Cabell, S., & Justice, L. (2012). Measuring teacher talk during book reading: Development and use of a scalable tool. Paper presented at the Society for Research on Child Development, Tampa, Florida.
82. **Petscher, Y.** (2012). Estimating multivariate and multilevel latent change scores. Paper presented at the Society for Research on Child Development, Tampa, Florida.
81. Schatschneider, C., & **Petscher, Y.** (2012). Methodological and statistical considerations in detecting Matthew effects. Paper presented at the Society for Research on Child Development, Tampa, Florida.
80. Coddling, R.S., **Petscher, Y.**, Truckenmiller, A., & Davis, M. (2012). Middle-school CBM predictors: Examining the contributions of writing in addition to reading and mathematics. Paper presented at the National Association of School Psychology, Philadelphia, Pennsylvania.

79. Foorman, B.R., **Petscher, Y.**, Schatschneider, C., & Wagner, R.K. (2012). What component skills dominate at which grade levels. Paper presented at the Society for Research on Educational Effectiveness.
78. **Petscher, Y.** (2011). A methodological comparison of identifying schools which are beating the odds. Paper presented at the Building Solutions to Poverty Conference, Columbus, Ohio.
77. Al Otaiba, S., Folsom, J., Greulich, L., **Petscher, Y.**, Wanzek, J., & Connor, C.M. (2011). A closer look at RTI: The role of language, behavior, home literacy, and classroom reading instructional environment on student response to first grade multi-tiered intervention. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
76. Brimo, D., Apel, K., & **Petscher, Y.** (2011). The dimensionality of morphological awareness in college students. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
75. Wanzek, J., Al Otaiba, S., & **Petscher, Y.** (2011). Moderators of oral reading fluency for students with learning disabilities or social/emotional disorders receiving special education. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
74. Foorman, B.R., & **Petscher, Y.** (2011). Does morphological knowledge uniquely predict reading comprehension above and beyond spelling and reading efficiency in grades 3-10? Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
73. Schatschneider, C., Justice, L.M., & **Petscher, Y.** (2011). Influence of peers' skill levels on children's language growth within preschool classrooms. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
72. Sanchez, A.R., **Petscher, Y.**, & Lang, L.B. (2011). Examining the growth of reading for migrant students in Florida. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
71. **Petscher, Y.** (2011). A comparison of methods for scoring multidimensional constructs unidimensionally in literacy research. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.
70. Kershaw, S., Schatschneider, C., Barth, A., Francis, D., Foorman, B., **Petscher, Y.**, Stenner, J., & Swartz, C. (2011). Genre differences in text cohesion that predict reading comprehension and fluency. Paper presented at the Society for the Scientific Study of Reading, St. Petersburg, Florida.

69. Justice, L.M., **Petscher, Y.**, Schatschneider, C., & Mashburn, A.J. (2011). Peer effects in preschool classrooms: Children's language growth in relation to their classmates' skills. Paper presented at the Society for Research on Child Development, Montreal, Quebec, Canada.
68. **Petscher, Y.** (2011). Assessing the effects of testlets in reading comprehension. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
67. Justice, L., Mashburn, A., & **Petscher, Y.** (2011). Very early language skills of poor comprehenders. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
66. Kim, Y.S., **Petscher, Y.**, & Wagner, R.K. (2011). The examination of prosody in early readers. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
65. Reed, D.K., Vaughn, S., & **Petscher, Y.** (2011). The contribution of retell to the model of adolescents' reading ability. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
64. Phillips, B., & **Petscher, Y.** (2010, July). Participation in Florida's universal pre-k program: Predictors of completion and kindergarten literacy achievement. Poster presented at the Society for Scientific Study of Reading, Berlin, Germany.
63. Piasta, S.B., **Petscher, Y.**, & Justice, L.M. (2010, July). Diagnostic efficiency of prekindergarten letter name knowledge benchmarks: Relations with first-grade literacy achievement. Poster presented at the Society for Scientific Study of Reading, Berlin, Germany.
62. Hauptli, M.V., **Petscher, Y.**, Foorman, B.R., & Lang, L.B. (2010, July). Exploring individual differences in student achievement. Poster presented at the Society for Scientific Study of Reading, Berlin, Germany.
61. **Petscher, Y.**, Schatschneider, C., & Foorman, B.R. (2010, July). Contributions of reading comprehension, text reading efficiency, and spelling in predicting high stakes outcomes in grades 3-12. Paper presented at the Society for Scientific Study of Reading, Berlin, Germany.
60. Foorman, B.R., & **Petscher, Y.** (2010, March). *The state of the state in reading in Florida*. Paper presented at the Society for Research on Educational Effectiveness.
59. **Petscher, Y.**, Kim, Y.S., & Foorman, B.R. (2010, February). The differential contribution of oral reading fluency to the prediction of reading comprehension in grades 3-10. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

58. Foorman, B.R. & **Petscher, Y.** (2010, February). Exploring contextual characteristics of who is teaching spelling in Grades 2 and above in Florida. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
57. Foorman, B.R., & **Petscher, Y.** (2009, November). Psychometrics for the Florida Assessments for Instruction in Reading (FAIR). Paper presented at the Florida Education Research Associate, Orlando, FL.
56. Pineau, K.N., **Petscher, Y.**, Pfeiffer, S.I., & Lang, L. (2009, November). Development of a short form of the Gifted Rating Scales. Paper presented at the Florida Education Research Associate, Orlando, FL.
55. Torgesen, J.K., & **Petscher, Y.** (2009, November). Assessment for instruction in reading in grades 3-12. Paper presented at the International Dyslexia Association, Orlando, FL.
54. Kim, Y.S., **Petscher, Y.**, & Foorman, B.R. (2009, June). *Letter names trumps phonological awareness in learning sounds in the beginning of kindergarten.* Paper presented at the Society for Scientific Study of Reading, Boston, M.A.
53. **Petscher, Y.**, Kim, Y.S., & Foorman, B.R. (2009, June). *Are fewer letters better to predict risk status in kindergarten?* Poster presented at the Society for Scientific Study of Reading, Boston, M.A.
52. Crawford, E., Foorman, B.R., & **Petscher, Y.** (2009, June). *The relation of expressive vocabulary to early reading.* Poster presented at the Society for Scientific Study of Reading, Boston, M.A.
51. Arndt, E., **Petscher, Y.**, & Foorman, B.R. (2009, June). *The relationship between second grade spelling and reading comprehension.* Poster presented at the Society for Scientific Study of Reading, Boston, M.A.
50. Soden-Hensler, B., Hauptli, M., **Petscher, Y.**, & Schatschneider, C. (2009, June). *Evaluation of the Scholastic Reading Inventory with lexile scores as a screener for future reading problems.* Poster presented at the Society for Scientific Study of Reading, Boston, M.A.
49. Wilson, S.B., Lonigan, C.J., & **Petscher, Y.** (2009, June). *Practical predictive utility of screening measures in grades K, 1, and 2.* Poster presented at the Institute for Education Sciences, Washington, D.C.
48. **Petscher, Y.** (2009, February). *The potential problems of default settings.* Paper presented at the Pacific Coast Research Conference, San Diego, CA.

47. **Petscher, Y.**, Foorman, B., Saez, L., Bishop, A., & Schatschneider, C. (2009, February). *Predictive accuracy or correct classification: A comparison of methods*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
46. Kim, Y.S., & **Petscher, Y.** (2009, February). *Joint predictive probabilities of oral reading fluency for reading comprehension*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
45. Foorman, B., **Petscher, Y.**, & Toste, J. (2009, February). *State evaluations of Reading First: Lessons learned*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
44. Johnson, E., Jenkins, J., & **Petscher, Y.** (2009, February). *Using predicted probabilities to improve the accuracy of a screening process*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
43. **Petscher, Y.**, Schatschneider, C., & Kim, Y. (2008, July). *A comparison of oral reading fluency trajectories using equated and non-equated data from DIBELS oral reading fluency*. Paper presented at the Society for Scientific Study of Reading, Asheville, NC.
42. Kim, Y., **Petscher, Y.**, Schatschneider, C., & Foorman, B. (2008, July). *Growth trajectories of reading sub-skills and reading comprehension: A longitudinal study*. Paper presented at the Society for Scientific Study of Reading, Asheville, NC.
41. Al'Otaiba, S., Connor, C., Meadows, J., **Petscher, Y.**, Greulich, L., Folsom, J.S., & Lang, L. (2008, July). *Responsiveness to kindergarten reading instruction: Examining the interactions among student characteristics, reading instruction, and student outcomes*. Paper presented at the Society for Scientific Study of Reading, Asheville, NC.
40. Crowe, E., Connor, C.M., & **Petscher, Y.** (2008, July). *An examination of above average readers and the multidimensionality of language and literacy achievement*. Poster presented at the Society for Scientific Study of Reading, Asheville, NC.
39. Gilbert, J.K., Compton, D.L., Schatschneider, C., & **Petscher, Y.** (2008). *Exploring the necessity of modeling cross-classified effects in students' reading growth across elementary grades*. Poster presented at the Society for Scientific Study of Reading, Asheville, NC.
38. Johnson, E., Jenkins, J., **Petscher, Y.**, & Catts, H. (2008, July). *Reading risk classification accuracy using multiple predictors*. Poster presented at the Society for Scientific Study of Reading, Asheville, NC.
37. Shapiro, E., Solari, E., & **Petscher, Y.** (2008, July). *Enhancing the diagnostic accuracy of oral reading fluency for students in Grades 3 through 5 in predicting*

outcomes on statewide assessment. Poster presented at the Society for Scientific Study of Reading, Asheville, NC.

36. LaVenia, M., Roehrig, A.D., Brownell, M.T., **Petscher, Y.**, & Lang, L.H. (2008, June). *Professional community in Florida Reading first schools: Model validation using a multiple group test of factorial invariance*. Poster presented at the Institute for Education Sciences, Washington, D.C.
35. Al'Otaiba, S., Puranik, C., **Petscher, Y.**, & Catts, H. (2008, March). *Reading fluency development in children with speech and language impairments*. Paper presented at the American Education Research Association, New York, NY.
34. Al'Otaiba, S., Meadows, J., **Petscher, Y.**, Gruelich, L., & Folsom, J.S. (2008, March). *Predicting response to kindergarten literacy instruction: The effects of oral language, IQ, initial reading readiness, parental education, and home literacy environment*. Paper presented at the American Education Research Association, New York, NY.
33. Bessell, A., **Petscher, Y.**, Hudson, R., & Hensler, D.H. (2008, March). *The value of family-literacy intervention to struggling readers*. Paper presented at the American Education Research Association, New York, NY.
32. Lang, L.H., & **Petscher, Y.** (2008, March). *Effective interventions for struggling high school readers: Evidence from a randomized control trial*. Paper presented at the American Education Research Association, New York, NY.
31. Roehrig, A.D., Brownell, M.T., Freedman, K., Guo, Y., **Petscher, Y.**, Quan, Q., Cakir, C., Swearingen, M.K., & Ganson, K.M. (2008, March). *School-level and teacher-level variables related to Reading First student outcomes: The impact of professional development*. Paper presented at the American Education Research Association, New York, NY.
30. Lang, L.H., & **Petscher, Y.** (2008, March). *Results from a randomized control of high school intervention programs*. Paper presented at the Society for Research on Educational Effectiveness, Crystal City, VA.
29. Jenkins, J., Johnson, E., **Petscher, Y.**, & Catts, H. (2008, February). *Examination of early predictors of first grade reading*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
28. Al'Otaiba, S., Puranik, C., & **Petscher, Y.** (2008, February). *Speech and Language impaired student growth in oral reading fluency*. Paper presented at the Pacific Coast Research Conference, San Diego, CA.

27. Catts, H., **Petscher, Y.**, & Schatschneider, C. (2008, February). *Getting off the floor with RTI*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
26. Shapiro, E., Solari, E., & **Petscher, Y.** (2008, February). *Enhancing the diagnostic accuracy of oral reading fluency for students in grades 3 through 5 in predicting outcomes on the statewide assessment*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
25. LaVenia, M., Roehrig, A. D., Brownell, M. T., Goldwyn, S., Lang, L. H., & **Petscher, Y.** (2008, January). *Professional community in Florida Reading First schools: Implications for the intended work between reading coaches and teachers*. Paper presented at the meeting of the Hawaii International Conference on Education, Honolulu, HI.
24. Roehrig, A., Brownell, M., & **Petscher, Y.** (2007, November). *Professional development in Reading First: School level and teacher level variables related to student outcomes*. Paper presented at the National Reading Conference, Austin, TX.
23. **Petscher, Y.** & Roehrig, A. (2007, October). *Diagnostic validity of the DIBELS oral reading fluency measure for predicting third grade reading comprehension outcomes*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation, Orlando Florida.
22. Crawford, E., **Petscher, Y.**, & Lang, L. (2007, October). *A district-wide randomized study of reading interventions*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation, Orlando Florida.
21. Nettles, S.M., & **Petscher, Y.** (2007, October). *Validation of the Principal's Implementation Questionnaire*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation, Orlando Florida.
20. Al Otaiba, S., Connor, C., Meadows, J., **Petscher, Y.**, Logan, J., & Greulich, L. (2007, July). *Examining the interactions among student characteristics, reading instruction, and student outcomes in kindergarten classroom in Reading First schools*. Paper presented at the Society for Scientific Study of Research, Prague, Czech Republic.
19. **Petscher, Y.**, Stratton, J., & Olson, R. (2007, May). *Performance diagnosis: Phase II psychometric analysis of the JPDQ*. Paper presented at the Association for Behavior Analysis, San Diego, CA.
18. Al Otaiba, S., **Petscher, Y.**, Williams, R.S., Connor, C., & Drylund, A. (2007, April). *Modeling oral reading fluency development in Latino students: A longitudinal study across second and third grade*. Paper presented at the American Education Research Conference, Chicago, IL.

17. **Petscher, Y.**, Bessell, A., Campbell, R., & Hensler, D. (2007, April). *The Value-Added Benefit of Family Literacy for K-3 Children*. Paper presented at the Florida Reading Research Conference, Tampa, FL.
16. **Petscher, Y.**, Roehrig, A., & Hudson, R. (2007, April). *Accuracy of the DIBELS Oral Reading Fluency Measure for Predicting Third Grade Reading Comprehension Outcomes*. Paper presented at the Florida Reading Research Conference, Tampa, FL
15. Lang, L., **Petscher, Y.**, Torgesen, J. (2007, April). *Results from the Seminole county randomized control trial*. Paper presented at the Florida Reading Research Conference, Tampa, FL.
14. Al Otaiba, S., Vogel, J., Nicholas, K., **Petscher, Y.**, & Dyrland, A. (2007, April). *A meta-analysis of volunteer tutoring programs for beginning readers*. Paper presented at the Florida Reading Research Conference, Tampa, FL.
13. Al Otaiba, S., Pappamihiel, E., **Petscher, Y.**, Williams, R.S., Connor, C., & Dyrland, A. (2007, February). *Modeling oral reading fluency development in Latino students: A longitudinal study across second and third grade*. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
12. Schatschneider, C., & **Petscher, Y.** (2007, February). *Bayesian inference on diagnostic screening*. Presented at the Pacific Coast Research Conference.
11. Logan, J., & **Petscher, Y.** (2007, February). *Progress monitoring of student growth. A latent class analysis approach*. Presented at the Pacific Coast Research Conference.
10. **Petscher, Y.** (2006, June). *Making statistics work for you*. Paper presented at the annual National Symposium on Children's Grief Support, Chicago, IL.
9. **Petscher, Y.** (2006, June). *The Adolescent Grief Response Inventory: A new measure for assessing teen grief*. Paper presented at the annual National Symposium on Children's Grief Support, Chicago, IL.
8. Nettles, S., & **Petscher, Y.** (2006, April). *An examination of the relationship between the implementation practices of school principals and student achievement in reading*. Paper presented at the annual American Educational Research Association, San Francisco, CA.
7. Olson, R., Capodanno, S., Plowman, J., & **Petscher, Y.** (2005, May). *A model of performance diagnosis and the development of the Job Performance Diagnostic Questionnaire*. Paper presented at the annual Association for Behavior Analysis, Chicago, IL.

6. Rosado, J., **Petscher, Y.**, Kumtepe, A., Li, H., & Pfeiffer, S. (2004, November). *The new kid on the block: The Gifted Rating Scale*. Paper presented at the annual Florida Association of School Psychology Conference, Sarasota, FL.
5. Prevatt, F., Rosado, J., **Petscher, Y.**, Galbraith, J., & Proctor, B. (2004, November). *Use of the LASSI in designing a study skills workshop*. Paper presented at the annual Florida Association of School Psychology Conference, Sarasota, FL.
4. Rosado, J., & **Petscher, Y.** (2004, October). *Identifying Puerto Rican gifted students: Initial psychometrics of the Spanish version of the gifted rating scales*, Paper presented at the annual International Test Commission Conference, College of William and Mary.
3. Pfeiffer, S.I., Rosado, J.I., **Petscher, Y.**, Steiner, H., Kumtepe, A., Li, Huijun, & Williams, K. (2004, August). *Validation of a new test: The gifted rating scales*, Paper presented at the annual American Psychological Association Conference, Division 16, Honolulu, HI.
2. Rosado, J.I., **Petscher, Y.**, & Pfeiffer, S.I. (2004, August). *Identifying Puerto Rican gifted students*, Paper presented at the annual American Psychological Association Conference, Division 16, Honolulu, HI.
1. **Petscher, Y.** & Grove, K. (2003, February). *Sport injury in women: A psychological perspective*. Presented at National Women in Sport and Activity Conference, Louisiana State University- Shreveport.

INVITED PRESENTATIONS

29. **Petscher, Y.** (2019, May). Screening for dyslexia. Vanderbilt University.
28. **Petscher, Y.** (2018, June). Repurposing benchmark data for longitudinal purposes. The National Center for Systemic Improvement State Leaders Conference, Virtual Meeting.
27. **Petscher, Y.** (2018, June). The National Center on Improving Literacy: Strategic strategy, finding our flourishing, and oy vey. The Dyslexia Foundation Research Conference, Brackenburg, South Africa.
26. **Petscher, Y.** (2017, May). Moving from average treatment effects to local treatment effects. University of Connecticut.
25. **Petscher, Y.** (2017, January). Getting your treatment effects on fleek. Florida Center for Reading Research.
24. **Petscher, Y.** (2015, February). Perceived statistical alchemy in education sciences. Florida State University College of Education.

23. **Petscher, Y.** (2014, April). Estimating causality: Thinking outside of the box. Purdue University.
22. **Petscher, Y.** (2014, February). How do we measure growth? Language and Literacy Research to Practice Bridge Event. Fort Lauderdale, FL.
21. Schatschneider, C., & **Petscher, Y.** (2014, February). Matthew effects: Do they exist? Language and Literacy Research to Practice Bridge Event. Fort Lauderdale, FL.
20. **Petscher, Y.** (2013, September). *Evaluating the conditional relations among variables*. Presented at Arizona State University's Learning Systems Institute.
19. **Petscher, Y.** (2013, April). *Statistical considerations for educational screening and diagnostic assessments*. Presented at the Ohio State University Children's Learning Research Collaborative.
18. **Petscher, Y.**, (2011, February). *Testlet effects in reading comprehension*. Presented at the Texas Institute of Measurement, Evaluation, and Statistics.
17. **Petscher, Y.** (2010, October). *Detecting growth in FAIR reading comprehension*. Presented at the Florida Reading Association, Orlando, Florida.
16. **Petscher, Y.** (2010, May). *Using score types from the Florida Assessments for Instruction in Reading*. Presented at the Florida Organization of Instructional Leadership, Orlando, Florida.
15. **Petscher, Y.** (2010, February). *The importance of negative predictive power in RTI*. Presented at the Florida Center for Reading Research.
14. **Petscher, Y.** (2009, November). *Passages effects in the prediction of reading comprehension*. Presented at Ohio State University.
13. Torgesen, J.K., & **Petscher, Y.** (2009, April). *When research and computer technology collide: The 3-12 FAIR system*. Presented at the Florida Center for Reading Research.
12. Foorman, B., & **Petscher, Y.** (2008, November). *People are base rates too*. Presented at the Florida Center for Reading Research.
11. **Petscher, Y.** (2008, October). *Difference scores and covariance adjusted scores: Power or reliability?* Presented at the Texas Institute for Measurement and Statistics.

10. **Petscher, Y., & Zhou, C .** (2007, November). *An introduction and application of quantile regression*. Presented at the Texas Institute for Measurement and Statistics.
9. **Petscher, Y.** (2007, November). *Diagnostic and screening: Language and applications*. Presented at the Florida Center for Reading Research.
8. **Petscher, Y.** (2007, October). *A multi-level analysis of the relationship between attitudes toward reading and achievement in reading*. Presented at the Texas Institute for Measurement and Statistics.
7. Lang, L., & **Petscher, Y.** (2007, September). *A district-wide randomized study of reading interventions*. Presented at the Seminole County Board of Education.
6. Torgesen, J., Nettles, S., & **Petscher, Y.** (2006, March). *Reliability and Validity of School Level Performance Indices of Effectiveness*. Presented at the Florida Center for Reading Research.
5. Torgesen, J., Nettles, S., & **Petscher, Y.** (2006, March). *Thinking about Oral Reading Fluency as an Index of Reading Competence: Conceptual and Measurement Issues*. Presented at the annual DIBELS Summit, New Mexico.
4. Al Otaiba, S., Smith, R., & **Petscher, Y.** (2006, February). *Exploring predictors of reading comprehension performance in Hispanic children*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
3. **Petscher, Y.** (2005, March). *Statistical Analyses for Experimental and Correlational Designs*. Presented at Florida State University, Tallahassee, Florida.
2. **Petscher, Y.** (2005, February). *Using Multivariate Statistics in Educational Research*. Presented at Florida State University, Tallahassee, Florida
1. **Petscher, Y. & Stanley, C.** (2002, December). *Stress Management for Kids and Teens*. Presented at Big Bend Hospice, Tallahassee, Florida.

TEACHING

Courses Taught

Advanced Quantitative Analysis (SOW 6938)

Advanced Research Methods (SOW 6494)

Supervision of Undergraduate Students Not Related to Thesis of Dissertation

Jake Pifer, 2016-2018

Hannah Kinnon, 2016-Present

Hannah LeBlanc, 2016-2017

Grace Gilbert, 2016

Sam Schaeffer, 2018-Present

Intern

A.J. Torgesen, 2018

Graduate Student

Jun Heo, 2017-present

Post-Doctoral Scholar

Jamie Quinn, 2017

Jamie Tock, 2018

Nan Wang, 2019

Visiting Scholars

Umar Kabir (visiting scholar from Kano University, Nigeria), 2018

Aminu Danyaro, Ph.D. (visiting scholar from Kano University, Nigeria), 2018

Research Scientist

A.J. Torgesen, B.S., 2018-Present

Sarah Herrera, Ph.D., 2015-2017

Jessica Folsom, Ph.D., 2014-2016

Jamie Quinn, Ph.D., 2018-present

Christopher Stanley, Ph.D., 2016-present

Andrew Menzel, Ph.D., 2014-2015

Sharon Koon, Ph.D., 2014-2016

Chengfu Zhou, M.S., 2007-2016

Katie Mendoza, M.S., 2007-2008

Hong Gao, Ph.D., 2007-2008

David Harley Hensler, M.S., 2006-2008

Dissertation Committee Member, Florida State University

Elizabeth Crawford, 2009

Tyler Branagan, 2014

Autumn McIlraith, 2017

Aidan Ferguson, 2018

MaKenna Woods, 2019

Cassandra Olson, 2019

Daniel Dunleavy, 2019

Doctoral Committee University Representative

Keanan Joyner, 2019

Dissertation Co-Chair, Florida State University

Lauren Stanley, 2019

External Doctoral Examiner, Addis Ababa University

Demeke Wolie, 2014

Reda Darge Negasi, 2014
Yekoyealem Desie, 2014

SERVICE

FSU University Service

Lead Research Scientist, Campus Reimagined (2018-Present)

FSU College Service

Chair, Research Committee (2019-Present)

Member, Research Committee (2018-Present)

FSU Center Service (FCRR)

Member, Strategic Plan Committee (2019)

Member, Faculty Search Committee (2019)

Member, By-law Revision Committee (2017)

Member, Specialized Faculty Promotion Committee (2016-2017)

The Profession

Associate Editor

Assessment for Effective Intervention, 2015-2017

Journal of Learning Disabilities, 2017-present

Elementary School Journal, 2017-present

Editorial Board Member

Reading Research Quarterly, 2017-Present

Journal of Educational Psychology, 2014-2017, 2019-Present

Developmental Psychology, 2015-2017

Elementary School Journal, 2015-2017

Journal of Research on Educational Effectiveness, 2013-2016

International Journal of Behavioral Development, 2013-2015

Annals of Dyslexia, 2014-present

Journal of Autism, 2013-2014

Assessment for Effective Intervention, 2011-2013

Issue Editor

Assessment for Effective Intervention, March 2013

Ad Hoc Reviewer

Educational Researcher, 2015, 2017, 2018

Educational Assessment, 2018

Remedial and Special Education, 2015, 2017

AERA Open, 2015, 2016, 2018

Scientific Studies of Reading, 2007, 2013-2015, 2017-2019

Annals of Dyslexia, 2009, 2015, 2016, 2018

Educational Evaluation and Policy Analysis, 2009

Journal of Research on Educational Effectiveness, 2009-2012
Journal of Research in Reading, 2010-2013
American Journal of Speech-Language Pathology, 2010
School Effectiveness and School Improvement, 2010-2011
American Education Research Journal, 2010
Assessment for Effective Intervention, 2010-2013
Reading Research Quarterly, 2011, 2018-2019
Learning and Individual Differences, 2011-2015, 2018
Journal of Educational Psychology, 2012-2013
Journal of School Psychology, 2012
Early Childhood Research Quarterly, 2012, 2014, 2017, 2018
Journal of Speech, Language, and Hearing Research, 2012
Reading and Writing, 2012-present
International Journal of Behavioral Development, 2013, 2018
Developmental Psychology, 2013, 2015
Education and Psychology Review, 2014
Child Development, 2019
Structural Equation Modeling, 2019

Grant Review and Advisory Board Activities

U.S. Education Department, Institute of Education Sciences, Ad-Hoc Member for National Center on Improving Rural Education, 2018.

U.S. Education Department, Institute of Education Sciences, Ad-Hoc Member for Research Networks Focused on Critical Problems of Education Policy and Practice, 2017.

U. S. Education Department, Institute of Education Sciences, Standing Panel, Principal Member for Social & Behavioral Panel, 2016-Present.

U.S. Education Department, Institute of Education Sciences, Standing Panel, Ad-Hoc Member for Social & Behavioral Panel, 2015.

Advisory Board, Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students at Risk for Reading Disabilities. 2013-2015.

Advisory Board, Decision Rule Research Project: Curriculum-Based Measurement in Reading. 2013-2015.

Israel Academy of Sciences and Humanities, The Israel Science Foundation, Ad-Hoc Reviewer, 2014.

U.S. Education Department, Institute of Education Sciences, Standing Panel, Principal Member for Reading, Writing, & Language Development Panel, 2010-2014.

Florida Department of Education, 2007.

Proposal Review for Professional Conferences

American Education Research Association, 2005, 2006, 2010

PROFESSIONAL MEMBERSHIPS

American Psychological Association
Association for Psychological Science
American Educational Research Association
Society for Research on Educational Effectiveness
National Council on Measurement in Education
Society for the Scientific Study of Reading