

Jamaal R. Young, Ph.D.

Curriculum Vitae

[ACADEMIC PROFILE](#) | [RESEARCH GATE](#) | [ACADEMIA](#)

(Last updated in January 2023)

PERSONAL INFORMATION

Mathematics & STEM Education
422 Harrington Tower
College Station, TX 77843
(979) 845-8384
dr.jamaalyoung@gmail.com

AREAS OF EXPERTISE

- Curriculum & Instruction – Secondary, Middle, and Elementary Mathematics Education
- STEM Education for Diverse Learners
- Research Synthesis – Meta-Analysis, Meta-Synthesis, and Content Analysis

EDUCATION

Texas A&M University Ph.D. (2011)
Education & Human Development
Curriculum & Instruction
Emphasis: Mathematics Education
Certificate: Research, Measurement, & Statistics

Dissertation Title: *Implications for Integrating the Interactive Whiteboard and Professional Development to Expand Mathematics Teachers TPACK in an Urban Middle School*

Texas A&M University M.Ed. (2008)
Education & Human Development
Curriculum & Instruction
Emphasis: Mathematics Education

Texas A&M University B.S. (2004)
College of Engineering
Biomedical Engineering Department
Major: Biomedical Engineering

PROFESSIONAL EXPERIENCE

<i>Years</i>	<i>Place of Employment</i>	<i>Rank/Job Title</i>
2020-	Department of Teaching Learning and Culture Texas A&M University College Station, Texas	Associate Professor
2018-2020	Department of Teaching and Learning University of Iowa Iowa City, Iowa	Associate Professor
2017-2018	Department of Teacher Education & Administration University of North Texas Denton, Texas	Associate Professor
2011-2017	Department of Teacher Education & Administration University of North Texas Denton, Texas	Assistant Professor
2010-2011	Department of Teacher Education & Administration University of North Texas Denton, Texas	Visiting Scholar
2009-2011	Aggie STEM Center Texas A&M University College Station, Texas	STEM Associate
2007-2010	Department of Teaching, Learning, & Culture Texas A&M University College Station, Texas	Graduate Research Assistant
2008-2010	Region 4 Educational Service Center Texas Education Agency Austin, Texas	Consultant
2005-2007	Bryan High School Bryan Independent School District Bryan, Texas	TAKS Remediation Specialist
2005-2007	Bryan High School Bryan Independent School District Bryan, Texas	Mathematics/Science Educator
2004-2005	Ball High School Galveston Independent School District Galveston, Texas	Mathematics Educator

SCHOLARLY PUBLICATION RECORD

(*Denotes work with graduate student[s])

Type	Published	In-Press, Accepted, or Contracted
Refereed Articles	46	3
Books	1	0
Book Chapters	10	0
Other Scholarly Work	9	0
Subtotal	66	3
TOTAL		69

Books

1. Capraro, R.M., Capraro, M.C., Barroso, L. R., **Young, J. R.** (2021). *STEM Project-based learning: Integrated Engineering for a New Era*. Tx: AggieSTEM. ISBN 9781737719809

Peer Reviewed Journal Articles

2. Barroso, L., **Young, J. R.**, Capraro, M. M., & Capraro, R. M. (Accepted). *Precollege Mathematics and Engineering Learning Outcomes: Implications for Equitable Preparation, Recruitment, and Retention*. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University. *International Journal of Engineering Education*
3. *Young, J. L., **Young, J. R.**, King, N., Edosomwan, K., & Sanders, M. (Accepted). A Single-Group Summary of Black Boys' Science Achievement on the NAEP". *The Negro Educational Review*
4. *Edosomwan, K., Young, J. L., Butler, B. R., **Young, J. R.**, Williams III, J. A. (Accepted). Tracking the effects: Examining the opportunity stratification hypothesis in action. *Journal of Education*
5. *Tholen, A., Edosomwan, K., Hong, D., Fulmer, G. W., & **Young, J.** (2022). Increasing Access to Advanced Mathematics through Self-Selection: A Multinomial Logistic Regression Analysis. *The High School Journal*, 105(2), 145-169. [10.1353/hsj.2022.0003](https://doi.org/10.1353/hsj.2022.0003)
6. *Harmon Jr, W. C., James, M., **Young, J.**, & Scott, L. (2022). Black fathers rising: A quantcrit analysis of Black fathers' paternal influence on sons' Engagement and Sense of School Belonging in High School. *Equity & Excellence in Education*, 1-15. <https://doi.org/10.1080/10665684.2022.2100011>
7. *Edosowan, K., Young, J. L., Tholen, A., **Young, J.R.** (2022). Mathematics mobility in the middle grades: Tracking the odds of completing calculus. *The Middle Grades Review*, 8(1), 1-17. <https://scholarworks.uvm.edu/mgreview/vol8/iss1/4>

8. **Young, J. L., & Young, J.R.** (2022). Decoding the data dichotomy: Applying quantcrit to understand racially conscience intersectional meta-analytic research. *International Journal of Research & Method in Education*, 45(4), 381-396.
DOI: 10.1080/1743727X.2022.2093847

9. ***Young, J. L., Young, J. R.,** Worley, C. (2022). The promise of the taxonomy of online racism for critical race media literacy in social studies education research. *The Councilor: A Journal of the Social Studies*, 83(2), 1-32.
https://thekeep.eiu.edu/the_councilor/vol83/iss2/3

10. **Young, J. R. & Young, J. L.** (2022). Equity trends in mathematics education: A content analysis of meta-analytic research. *International Journal on Studies in Education*, 4(1), 24-42.
<https://doi.org/10.46328/ijonse.57>

11. **Young, J. L., & Young, J.R.** (2022). Underrepresentation in gifted education revisited: The promise of single-group summaries and meta-analytic quantcrit. *Gifted Child Quarterly*, 66(2), 136–138. <https://doi.org/10.1177/00169862211039731>

12. **Young, J.L., & Young, J.** (2021). A systematic review of culturally responsive teaching self-efficacy using confidence intervals. *Multicultural Learning and Teaching*. 1(1), 2-30. <https://doi.org/10.1515/mlt-2021-0011>

13. **Williams, A. M. & Young, J.** (2021). Reliability generalization meta-analyses in mathematics education research: A research synthesis. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 9(4), 741-759.
<https://doi.org/10.46328/ijemst.1434>

14. ***Young, J. R.,** Cunningham, J., Ortiz, N., Frank, T., Hamilton, C., & Mitchell, T. (2021). Mathematics dispositions and the mathematics learning outcomes of Black students: How are they related?. *Investigations in Mathematics Learning*, 1-14.
<https://doi.org/10.1080/19477503.2020.1845537>

15. **Young, J. L., Young, J. R., & Capraro, R. M.** (2020). Advancing black girls in STEM: Implications from advanced placement participation and achievement. *International Journal of Gender, Science and Technology*, 12(2), 202-222.
<http://genderandset.open.ac.uk/index.php/genderandset/article/view/566>

16. **Young, J. R., & Young, J. L.** (2020). The black male teacher: A 10-year content analysis of empirical research. *Race, Ethnicity, and Education*, 23(3), 327-344.
<https://doi.org/10.1080/13613324.2019.1663971>

17. ***Kuehnert, E., Cason, M., Young, J. & Pratt, S.** (2019). A meta-analysis of

reform-based professional development in STEM: Implications for effective praxis. *International Journal of Technology in Education*, 2(1), 60-68.
https://www.ijte.net/index.php/ijte/article/view/12/pdf_1

18. ***Young, J. R.**, Young, J., Hamilton, C., & Pratt, S. S. (2019). Evaluating the effects of professional development on urban mathematics teachers TPACK using confidence intervals. *Journal of Research in Mathematics Education*, 8(3), 312-338.
<https://doi.org/10.17583/redimat.2019.3065>
19. ***Young, J. R.**, Young, J. L., Fox, B. L., Levingston Jr, E. R., & Tholen, A. (2019). We would if we could: Examining culturally responsive teaching self-efficacy in a middle school mathematics methods course. *Northwest Journal of Teacher Education*, 14(1), 1-21.
<https://doi.org/10.15760/nwjte.2019.14.1.3>
20. **Young, J. R.**, Young, J. L., & Witherspoon, T. (2019). Informing informal STEM learning: Implications for mathematics identity in African American students. *Journal of Mathematics Education*, 12(1), 39-56.
<https://doi.org/10.26711/007577152790037>
21. **Young, J. R.**, & Young, J. L. (2019). We can achieve if we receive: Examining the effects of out-of-school time activities on Black student achievement in mathematics. *Equity and Excellence in Education*, 51(2), 182-198. <https://doi.org/10.1080/10665684.2018.1506952>
22. * Cason, M., **Young, J.R.**, & Kuehnert, E. (2019). A meta-analysis of the effects of numerical competency development on achievement: Recommendations for mathematics educators. *Investigations in Mathematics Learning*, 11(2), 134-147.
<https://doi.org/10.1080/19477503.2018.1425591>
23. Young, J. L., **Young, J. R.**, & Ford, D. Y. (2019). Culturally relevant STEM out-of-school time: A rationale to support gifted girls of color. *Roeper Review*, 41(1), 8-19. <https://doi.org/10.1080/02783193.2018.1553215>
24. Young, J. L., **Young, J. R.**, & Butler, B. R. (2018). A student saved is NOT a dollar earned: A meta-analysis of school disparities in discipline practices toward Black children. *Taboo: The Journal of Culture and Education*. 17(4), 95-112.
<https://doi.org/10.31390/taboo.17.4.06>
25. * **Young, J.R.**, Young, J. L., Cason, M., Ortiz, N., Foster, M., & Hamilton, C. (2018). Concept raps versus concept maps: A culturally responsive approach to STEM vocabulary Development. *Education Sciences*, 8, 1-10. <https://doi.org/10.3390/educsci8030108>
26. ***Young, J. R.**, Goumurk, F., & Hamilton, C. (2018). Technology effectiveness in the mathematics classroom: a systematic review of meta-analytic research. *Journal of Computers in Education*, 5(2), 133-148. <https://doi.org/10.1007/s40692-018-0104-2>

27. ***Young, J. R.**, Capraro, M. M., Capraro, R. M., & Cason, M. (2018). Every student can't succeed, if every voice is not heard: Equity perspectives from STEM educators. *Teachers College Record*, 120(13), 1-23. <http://www.tcrecord.org/Content.asp?ContentId=22350>
28. Young, J. L., **Young, J. R.**, & Capraro, R. M. (2018). Gazing past the gaps: A growth-based assessment of the mathematics achievement of Black girls. *The Urban Review* 45(3), 1-21. <https://doi.org/10.1007/s11256-017-0434-9>
29. **Young, J. R.**, & Young, J. L. (2018). The structural relationship between out-of-school time enrichment and Black student participation in advanced science. *Journal for The Education of the Gifted*. 41(1), 43-59. <https://doi.org/10.1177/0162353217745381>
30. Capraro, R. M., Barroso, L. R., Nite, S., Rice, D., Lincoln, Y. S., **Young, J. R.**, & Young, J. L. (2018). Developing a useful and integrative STEM disciplinary language. *International Journal of Education in Mathematics, Science and Technology*, 6(1), 1-11. <https://doi.org/10.18404/ijemst.357646>
31. ***Young, J. R.**, Hamilton, C., & Cason, M. (2017). Interactive whiteboards in mathematics spaces: An examination of technology Integration in an urban middle school. *Contemporary Educational Technology*, 8(4), 303-318. <https://doi.org/10.30935/cedtech/6202>
32. Young, J. L., **Young, J. R.**, & Ford, D. Y. (2017). Standing in the gaps: Examining the effects of early gifted education on Black girl achievement in STEM. *Journal of Advanced Academics*, 28(3), 1-23. <https://doi.org/10.1177/1932202x17730549>
33. Young, J. L., Ero-Tolliver, I., **Young, J. R.**, & Ford, D. Y. (2017). Maximizing opportunities to enroll in advanced high school science courses: Examining the scientific dispositions of Black girls. *Journal of Urban, Learning, Teaching, and Research*, 17(3), 174-182. Article EJ1149860.
34. **Young, J. R.** (2017). Technology-enhanced mathematics instruction: A second-order meta-analysis of 30 years of research. *Educational Research Review*, 22, 19-33. <https://doi.org/10.1016/j.edurev.2017.07.001>
35. *Foster, M. D., **Young, J. R.**, & Young, J. L. (2017). Teacher perceptions of parental involvement and the achievement of diverse learners: A meta-analysis. *Journal of Ethical Educational Leadership*, 4(5), 1-17.
36. Young, J. L., & **Young, J. R.** (2017). Opportunity knocks, will she answer: Dispositions and participation of girls of color in STEM enrichment. *Journal of Expanded Learning Opportunities*, 1(4), 12-25.

37. **Young, J. R.** (2017). Technology integration in mathematics education: Examining the quality of meta-analytic research. *International Journal on Emerging Mathematics Education*, 1(1), 71-86. <https://doi.org/10.12928/ijeme.v1i1.5713>
38. Young, J. L., **Young, J. R.**, & Paufler, N. A. (2017). Out of school and into STEM: Supporting girls of color through culturally relevant enrichment. *Journal of Interdisciplinary Teacher Leadership*, 2(1), 28-34. <https://doi.org/10.1080/02783193.2018.1553215>
39. Young, J. L., **Young, J. R.** & Capraro, M. M. (2017). Black girl's achievement in middle grades mathematics: How can socializing agents help? *The Clearing House*, 90(3), 70-76. <https://doi.org/10.1080/00098655.2016.1270657>
40. Young, J. L., Feille, K., & **Young, J. R.** (2017). Black girls as learners and doers of science: A single-group summary of elementary science achievement. *Electronic Journal of Science Education*, 21(2), 1-20. Article EJ1187988
41. ***Young, J. R.**, Ortiz, N. A., & Young, J. L. (2017). STEMulating interest: A meta-analysis of the effects of out-of-school time on student STEM interest. *International Journal of Education in Mathematics, Science and Technology*, 5(1), 62-74. <https://doi.org/10.18404/ijemst.61149>
42. ***Alsuwat, S.**, & **Young, J. R.** (2016). Meta-analysis of the effects of traditional versus technology-based instruction on reading comprehension of EFL students. *English as a Foreign Language Journal*, 1(3), 189-202. <https://doi.org/10.21462/eflj.v1i3.18>
43. **Young, J. R.** (2016). Unpacking TPACK in mathematics education research: A systematic review of meta-analyses. *International Journal of Educational Methodology*, 2(1), 19-29. <https://doi.org/10.12973/ijem.2.1.19>
44. Young, J. L., & **Young, J. R.** (2016). Closing the gap or reaching the ceiling: An exploratory trend analysis of the Black White achievement gap in Texas. *Journal of Multicultural Affairs*, 1(1). <https://scholarworks.sfasu.edu/jma/vol1/iss1/4>
45. **Young, J. R.**, & Young, J. L. (2016). Young, Black, and anxious: Describing the African American student mathematics anxiety research using confidence intervals. *Journal of Urban Mathematics Education*, 9(1), 79-93. <https://doi.org/10.17583/redimat.2019.3065>
46. **Young, J. R.**, & Young, J. L. (2015). Anxious for answers: A meta-analysis of the effects of anxiety on African American k-12 students' mathematics achievement. *Journal of Mathematics Education at Teachers College*, 6(2). 1-8. <https://doi.org/10.7916/jmetc.v6i2.611>
47. ***Beavers, A.**, Fox, B. L., **Young, J. R.**, Bellows, E. M., & Kahn, L. (2015).

Integrating writing in the middle-level mathematics classroom: An action research study. *MLET: The Journal of Middle Level Education in Texas*, 2(1), 4-39.
<https://scholarworks.sfasu.edu/mlet/vol2/iss1/4>

48. ***Young, J. R.**, Young, J. L., & Hamilton, C. (2013). The use of confidence intervals as a meta-analytic lens to summarize the effects of teacher education technology courses on preservice teacher TPACK. *Journal of Research on Technology in Education*, 46(2), 149-172. <https://doi.org/10.1080/15391523.2013.10782617>
49. **Young, J. R.**, & Young, J. L. (2012). "But that's not fair": Teacher technology readiness and African American students'. *The Journal of the Texas Alliance of Black School Educators*, 4(1), 19-32.
50. ***Young, J. R.**, Young, J. L., Shaker, Z. (2012). Describing the pre-service teacher TPACK literature using confidence intervals. *TechTrends*, 56(5), 25-33.
<https://doi.org/10.1007/s11528-012-0600-6>
51. Capraro, R. M., **Young, J. R.**, Woods, M., Yetkinker, E., & Lewis, C. (2009). An examination of math achievement and growth in a mid-western urban school district: Implications for teachers and administrators. *Journal of Urban Mathematics Education*, 2(2), 46-65. <https://doi.org/10.21423/jume-v2i2a33>

Book Chapters

52. ***Young, J. R.**, Tholen, A., Ortiz, N. A., Harmon, W. C., James, M. C. (2022). Recruiting teachers of color in STEM for high need schools: Lesson learned from the Robert Noyce teacher scholarship program. In T. J. Bristol & C. Gist (Eds.), *The handbook of research on teachers of color: Official handbook of the American Education Research Association (pp. 145-156)* American Educational Research Association.
53. Capraro, R. M., Capraro, M. M., **Young, J. R.**, Barroso, L. R. (2021). *Designing a STEM project-based lesson* In R. M. Capraro, M. M. Capraro, J. R., Young, and L. R. Barroso (Eds). Tx: AggieSTEM. ISBN 9781737719809
54. **Young, J. R.**, & Capraro, M. M. (2021). *Fostering interdisciplinary STEM Mindsets through project-based learning*. In R. M. Capraro, M. M. Capraro, J. R., Young, and L. R. Barroso (Eds). Tx: AggieSTEM. ISBN 9781737719809
55. **Young, J. R.**, & Young, J. L. (2020). African American female achievement in STEM: Can AP courses provide a different story? In B. Polnick, B. Irby, & J. Ballenger. (Eds.), *Girls and women of color in STEM: Navigating the Double Bind*. Information Age Publishing Inc.

56. Young, J. L., & **Young, J. R.** (2019). Black parents as achievement socialization agents for Black girls: Building bridges to mathematics. In K. E. L. Norris & S. Collier (Eds.) *Social justice and parent partnerships in multicultural education contexts* (pp. 762-773). IGI Global. <https://doi.org/10.4018/978-1-5225-6912-1.ch038>
57. **Young, J. R.** (2017). Vervistic instruction as a vehicle to mathematics competency for African American girls. In P. Larke, G. Webb-Hasan, & J. Young (Eds.), *Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in preK-12 settings* (pp.69-89). Information Age.
58. ***Young, J. R.**, Young, J. L., & Hamilton, C. (2013). Culturally relevant project-based learning for STEM education: Implications and examples for urban schools. In M. Capraro, R. Capraro, & C. Lewis (Eds.), *Improving urban schools: Equity and access in K-16 STEM education* (pp. 39-65). Information Age.
59. Larke, P., Young, J. L., & **Young, J. R.** (2011). Making a case to LEARN: Linking emphasis on the achievement and reporting of the needs of African American females on NAEP test results. In L. Howell, C. Lewis, & N. Carter (Eds.), *Yes we can! Improving urban schools through innovative education reform* (pp. 145-168). Information Age.
60. Jordan, G., & **Young, J. R.** (2010). DC electronics: Understanding series circuits and how they relate to daily use. In R. Capraro, M. Capraro, J. Morgan, & J. Scheurich (Eds.), *A companion to interdisciplinary STEM project-based learning* (pp. 87-94) Sense.

Other Scholarly Works

61. **Young, J.R.**, Raygoza, M.C., Madkins, T., Lawler, B., & Roberts T. (2022). Revisiting urban mathematics education: Towards robust theoretical, conceptual, and analytical methods. *Journal of Urban Mathematics Education*, 15(2), 1-7. <https://doi.org/10.21423/jume-v15i2a511>
62. *Capraro, R. M., Capraro, M. M., Lewis, C., Grant, M., James, M., Mosqueda, E., **Young, J.**, Young, J. L., Bicer, A., Hubert, T., Moldavan, A. M., Cannon, S. O., Rugh, M. S., Sanders, M., & Chang, J. (2022). Reflecting back to forge the path forward. *Journal of Urban Mathematics Education*, 15(1), 1-8. <https://jume-ojs-tamu.tdl.org/JUME/article/view/485/331>
63. Capraro, R. M., Capraro, M. M., Leonard, J., Lewis, C., Grant, M., James, M., Mosqueda, E., **Young, J.**, Bicer, A., Hubert, T., Moldavan, A. M., Cannon, S. O., Kwon, H., Rugh, M. S., & Chang, J. (2021). The End or Beginning? Either Way, the Credits Are Not Rolling Yet!. *Journal of Urban Mathematics Education*, 14(1), 1–11. <https://doi.org/10.21423/jume-v14i1a436>

64. ***Young, J. R.**, Rugh, M., & Young, J. L. (2021). *The impact of STEM research in urban education: A citation analysis*. [Conference proceedings]. Southwest Education Research Association.
65. **Young, J.R.**, Rugh, M., & Young, J. L. (2021, February 3–5). *The impact of STEM research in urban education: A citation analysis* [Paper presentation]. Proceedings of the 44th Annual Southwest Educational Research Association (SERA) Conference, Virtual/Online. (Regional)
66. **Young, J. R.**, & Young, J. L. (2018). [Review of the Book *Out of school time programs for females: Implications for research and practice*, by L. R. Wiest, J. Sanchez, & H. G. Crawford-Ferre]. *Teachers College Record*, ID Number: 22362
<http://www.tcrecord.org.proxy.lib.uiowa.edu/books/Content.asp?ContentId=22362>
67. *Cason, M., **Young, J. R.**, Foster, M., Ortiz, N. (2017). *Is mathematics identity development possible with hip-hop pedagogy?* *RCML Intersection Points*, 42(1), 7-9.
68. Young, J. L. & **Young, J. R.** (2013). STEMulations: Purposefully repurposing powerpoint technology for socially situated simulations. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (p. 2979). Association for the Advancement of Computing in Education (AACE).
69. **Young, J. R.** (April, 2010). Five benefits of technology. *Aggie Science, Technology, Engineering, & Mathematics*, 7, 2.

Type	In Revision*	Under Review	In Progress (>50% complete)
Manuscripts	1	7	5
TOTAL			13

In Revision

**(Manuscripts have received a “Revise & Resubmit” decision From journal/venue)*

*Sibanda, L., Young, J. R., & **Young, J. L.** (Revise & Resubmit). *‘How should they be taught?’ A meta-analysis of cooperative learning and technology-based instruction in social studies* [Manuscript submitted for publication].

Under

Review

- Young, J.L. & Young, J.R. (under review). Before We Let Go!: Repositioning Culturally Relevant and Culturally Responsive Pedagogy to Inform Praxis. *Multicultural Perspectives*
- Young, J.L., Young, J. R., Williams, J., Neshyba, M., Ogletree, Q., James, M. (under review). Talking Back: An Analysis of the Scope and Impact of Critical Race Theory and its Usage in Educational Research. *Sage Open*
- Young, J. R.**, Battey, D., & Joseph, N. M. (Under Review). *An Equity-focused Content Analysis of the Journal of Research in Mathematics*. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University.
Journal for Research on Mathematics Education
- Barroso, L., **Young, J. R.**, Capraro, M. M., & Capraro, R. M. (Under Review). *Precollege Mathematics and Engineering Learning Outcomes: Implications for Equitable Preparation, Recruitment, and Retention*. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University.
Journal of Engineering Education
- Vela, K. N., **Young, J. R.**, Capraro, M. M., & Capraro, R. C. (Under Review). *Content analysis: What is being measured? A retrospective review of psychological dispositions used in STEM educational research*. Manuscript Submitted for Publication. Department of Teaching, Learning, and Culture, Texas A&M University.
Educational Research Review.
- Young, J. R.** & Young, J. L. (under review). A Systematic Review of Culturally Responsive Teaching Self-Efficacy Using Confidence Intervals. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University.
Action in Teacher Education
- Young, J. L., & **Young, J. R.** (under review). Forging STEM pathways for academically gifted Black girls: Lesson learned from degree attainment and employment data. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University.
- Young, J. R.** & Young, J. L. (under review). From policy to praxis: STEM learning for all Through the every student succeeds act. Manuscript submitted for publication. Department of Teaching, Learning, and Culture, Texas A&M University.
- Young, J. R.** (under review). *Confidence intervals as literature review mechanisms: A systematic review of the possibilities for equity focused meta-analytic thinking* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (under review). *Learning Our bodies: A critical quantitative review of Black female body image among adolescent youth* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (under review). *Maximizing the effects of socializing agents: Implications for African American girls achievement in middle grades science* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (under review). *STEMtrence convergence: (Re)Assessing the commodification of STEM learning for students of color* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (under review). *Pretty faces, beautiful minds: Leveraging culturally relevant citizen science for girls of color* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (under review). *Using differentiation to unpack TPACK in multicultural teaching: An introduction to the 5+1 differentiation model* [Manuscript submitted for publication]. Department of Teaching, Learning, and Culture, Texas A&M University.

In Progress

(Manuscripts in this section are more than 50% complete)

Young, J. L., James, M. C., & **Young, J. R.** (forthcoming). *A single group summary of Black male students and science achievement* [Manuscript in preparation]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. R. (forthcoming). *Assessing the effects: A survey of reporting practices in mathematics meta analytic research* [Manuscript in preparation]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. R., & Young, J. L. (forthcoming). *Practicing what we preach: Addressing the marginalization of equity in meta-analytic research in mathematics education* [Manuscript in preparation]. Department of Teaching, Learning, and Culture, Texas A&M University.

Young, J. L., & **Young, J. R.** (forthcoming). *Black girls mathematics achievement: Lesson learned from the NCTM Focal Points* [Manuscript in preparation]. Department of Teaching, Learning, and Culture, Texas A&M University.

*Taylor, D., & Young, J. R. (forthcoming). *A meta-analysis: Pre-service teachers' self-efficacy of preparedness for inclusive early childhood classrooms* [Manuscript in preparation]. Department of Teaching, Learning, and Culture, Texas A&M University.

GRANTS AND CONTRACTS

Type	Quantity	Funded Amount
External	6	\$1,575,076
Internal	7	\$37,483.80
Subtotal	13	
TOTAL FUNDING		\$2,790,401.80

Funded External Grants and Contracts (Total Funded - \$2,766,918)

Role: Co-Principal Investigator
 Inclusive Dates: 2019-2024
 Title: Strengthening Mathematics Instructions for Elementary & Middle Schools
 Funding Office: National Science Foundation
 Total Funding: \$ 1,191,842.00
 Other Information: Funded project supports deserving student scholarships fees to attend the Texas A&M and study education.
Contribution: *I am responsible for recruiting new students in to the program and the development of activities and curriculum to support the success of the NOYCE scholars.*

Role: Co-Principal Investigator
 Inclusive Dates: 2021-2022
 Title: Aggie STEM Camp Code
 Funding Office: Texas Workforce Commission
 Total Funding: \$ 50,000
 Other Information: Funded project support deserving student fees to attend the AggieSTEM residential camp.
Contribution: *I am responsible for the development of summer activities to support the success of the attendees during the camp.*

Role: Co-Principal Investigator
 Inclusive Dates: 2021-2022
 Title: Global empowHERment: STEM Summer Camp Scholarships
 Funding Office: High Tech High Heels
 Total Funding: \$ 31,000

Other Information: Funded project support deserving girl fees to attend the AggieSTEM residential camp.
Contribution: *I am responsible for the development of summer activities to support the success of the attendees during the camp.*

Role: Co-Principal Investigator
Inclusive Dates: 2021-2023
Title: Conducting Systematic Reviews and Meta-analyses to Advance Racial Equity in Education: A Convening of the Minds
Funding Office: Spencer Foundation
Total Funding: \$ 49,234
Other Information: Funded project convenes leaders in STEM education and systematic reviews to develop and equity centered framework for conducting systematic reviews.
Contribution: *I am responsible for the recruitment of STEM and systematic review leaders, managing the framework development, and dissemination.*

Role: Co-Principal Investigator
Inclusive Dates: 2019-2024
Title: Recruiting and Training Community College and University Students to Become Culturally Responsive and Proficient Mathematics Teachers in Iowa
Funding Office: National Science Foundation (NSF)
Total Funding: \$ 1,423,403
Other Information: Funded project utilizes culturally responsive Japanese Lesson Study intervention and the evaluation of the preservice teachers culturally responsive teaching self-efficacy (CRTSE). **Contribution:** *I am responsible for the recruitment of engineering participants, managing the evaluation of the CRTSE survey, and conducting the culturally responsive Japanese Lesson Study intervention. This project was recently funded and we are in our initial year of funding.*

Role: Co-Principal Investigator
Inclusive Dates: 2018-2019
Title: Characterizing the STEM Interest Literature Using Confidence Intervals
Funding Office: National Aeronautics and Space Administration (NASA)
Total Funding: \$ 21,439
Other Information: Funded project utilizes confidence intervals to characterize STEM interest across diverse populations of K-12 learners. **Contribution:** *I led the data collection and analysis on this project and wrote the led sections of the project report. I am also first author on the associated manuscripts.*

Funded Internal Grants and Contracts (Total funded - \$37,483.80)

Role: Principal Investigator
Inclusive Dates: 2021-2022
Title: Blooms Taxonomy in Mathematics Education: A Scoping Review
Funding Office: CEHD Undergraduate Student Research Initiative (USRI)
Total Funding: \$4,000

Other Information: This project examines the scope and characteristics of mathematics education research that utilizes.

Role: Principal Investigator
Inclusive Dates: 2020-2021
Title: Recruiting Diverse STEM Teachers: Lessons Learned from Funded NOYCE Projects in Texas
Funding Office: Catapult Seed Grant
Total Funding: \$10,000

Other Information: This project generates pilot data for a meta-analytic study to examine the effects of the NOYCE program on recruiting teachers into high-needs schools.

Role: Principal Investigator
Inclusive Dates: 2018-2019
Title: BrainingCamp Virtual Manipulative, School Bundle
Funding Office: Technology Enhancement
Total Funding: \$1,983.80

Other Information: This project provides virtual manipulatives to all undergraduate and graduate students participating in mathematics education course work.

Role: Principal Investigator
Inclusive Dates: 2018-2019
Title: UIOWA African American STEM Education Achievement Laboratory (AA-SEAL)
Funding Office: Old Gold Fellowship
Total Funding: \$6,000.00

Other Information: The goal of this project is to develop an educational pipeline that actively disseminates the results of national assessment with an acute focus on the STEM learning outcomes of African American students. This pipeline would disseminate research through publications and presentations across multiple STEM education content areas.

Role: Principal Investigator
Inclusive Dates: 2014-2015
Title: NextGen TII Fellowship: Community of Practice
Funding Office: NextGen
Total Funding: \$1,500.00

Other Information: This project was designed to redesign course materials to address the key components of a flipped classroom. Interactive lecture materials were created and uploaded to blackboard for student use in the EDME 4351 course.

Role: Co-Principal Investigator
Inclusive Dates: 2014-2015
Title: Team Mentoring Grant: African American Academic Couples Mentorship Exchange (AACME)
Funding Office: Faculty Success
Total Funding: \$1,500.00

Other Information: The purpose of this project is to increase our capacity as a young, African American, academic couple within the Department of Teacher Education and Administration at the University of North Texas, in order to provide support in both a professional and personal nature through mentorship. **Contribution:** *I helped to recruit couples and co-host the events each semester.*

Role: Co-Principal Investigator
Inclusive Dates: 2013-2014
Title: NexGEN Course Redesign Grant
Funding Office: NextGen
Total Funding: \$5,000.00

Other Information: This project is a collaborative effort between the department of teacher education and the mathematics department. The goal of this project is to align the content and instructional practices presented across three courses for EC-6 students. **Contribution:** *I took the lead on the middle grades mathematics course redesign and constructed all of the materials and activities for the coursed redesign.*

Role: Principal Investigator
Inclusive Dates: 2013-2014
Title: A Meta-analytic Review of the African American Mathematics Achievement Gap: Instructional versus Affective Variables
Funding Office: Faculty Success
Total Funding: \$7,500.00

Other Information: This project was designed to investigate the relative effectiveness of instructional versus affective factors on African American student mathematics achievement. To accomplish this goal a multilevel modeling

approach was proposed to analyze the interconnection between identified variables to develop a theoretical framework to support future research.

Unfunded or In Progress Grants and Contracts

2021-2022

Role: Co-Primary Investigator
Title: Student Mathematical Dispositions and Achievement: Meta-Analysis of the Trends in International Mathematics and Science Study Data
Funding Source: National Science Foundation (NSF) - \$34,496.00

Role: Co-Primary Investigator
Title: Culturally Relevant Education and STEM Learning Outcomes: An Evidence Gap Map
Funding Source: National Science Foundation (NSF) - \$558,522.00

Role: Co-Primary Investigator
Title: NSF INCLUDES Collaborative Change Consortium: Texas Manufacturing Consortium
Funding Source: National Science Foundation (NSF) - \$4,999,723.00

Role: Co-Primary Investigator
Title: A Meta-Analysis of the Effects of Informal Science on Middle Grades Students' Affective and Cognitive Outcomes
Funding Source: National Science Foundation (NSF) - \$499,495.00

2020-2021

Role: Co-Primary Investigator
Title: Education Math Games – A Gap Analysis
Funding Source: Institute of Educational Sciences (IES)

Role: Co-Primary Investigator
Title: Camp Code
Funding Source: Texas Workforce Commission

Role: Co-Primary Investigator
Title: Student Math Dispositions and Achievement: Meta-Analysis of the

Funding Source: Third International Mathematics and Science Study Data
NSF and AERA

2019-2020

Role: Co-Investigator
Title: Balancing the Equation: A Grand Challenge for Algebra 1
Funding Source: Gates Foundation

Role: Primary Investigator
Title: International STEM Project-based Learning Collaborative
Funding Source: 2020 Global Engagement

Role: Co-Investigator
Title: Effects of Virtual Learning on the STEM Camp Participation of Students of Color: An Exploratory Analysis during Covid-19
Funding Source: The Spencer Foundation

Role: Primary Investigator
Title: Black Student Mathematics Achievement on the NAEP Revisited: A Meta-analytic Application of QuantCrit
Funding Source: American Educational Research Association

Role: Primary Investigator
Title: I AM STEM: Humanizing Online Programming Through Cultural, Social, and Emotional Development
Funding Source: National Science Foundation ITEST

SCHOLARLY PRESENTATIONS

(* Denotes work with student)

Type	Completed	Accepted
National/International	52	0
State/Regional Local	19	0
Invited/Guest Presentation	7	0
Subtotal	78	0
TOTAL		78

Papers Presented

1. *Sanders, M. M., Bevan, D., & Young, J. R., (February, 2022). *How productive is the productive struggle? Lessons learned from a scoping review.* Paper presented to Association of Mathematics Teacher Educators, Las Vegas, NV.

2. *Sanders, M. M., Bevan, D., **Young, J.R.**, Capraro, M. M., Capraro, R. M. (April, 2022). *How productive is the productive struggle? Lessons learned from a scoping review*. [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
3. *Thomas, A., Rugh, M. S., Ramadan, H., & **Young, J. R.** (April, 2022). *Pushing the limits of game-based instruction in calculus: Assessing the effects of variant limits*. [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
4. Eddy, C., Mitchell, T., Wilkerson, T., Che, M., & **Young, J. R.** (proposal submitted). *What We Know and What We Need to Know about Building and Sustaining Educational Partnerships?* [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
5. Cason, M., & **Young, J.R.** (April, 2022). *Your favorite scholar's favorite scholar: A bibliometric social network analysis of hip-hop education*. [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
6. Edosomwan, K. & Young, J.R. (2022, April). *Moving on up: Middle school mathematics effect on calculus credit* [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
7. Young, J.L., Worley, C., Young, J.R., Turner, M. A. (2022, April). *The taxonomy of online racism for critical race media literacy: Applications for social studies education research and practice* [AERA Session]. American Educational Research Association Annual Meeting, San Diego, CA.
8. Eddy, C., Mitchell, T., Wilkerson, T., Che, M., & **Young, J. R** (2021, October). *Building and Sustaining Research-Practitioner-Community Partnerships in STEM (Mathematics) Education*. [SSMA Session]. School Science and Mathematics, Virtual Conference.
9. *Melody, K. & Young, (2021, October). *Early Science Achievement in the Midwest: A Meta-analytic Case Study of Chicago*. [SSMA Session]. School Science and Mathematics, Virtual Conference.
10. *Thomas, A., Rugh, M. S., Ramadan, H., & **Young, J. R.** (2021, October). *Pushing the Limits of Game-based Instruction in Calculus: Assessing the Effects of Variant Limit* [SSMA Session]. School Science and Mathematics, Virtual Conference.
11. ***Young, J. R.**, Tholen, A., Ortiz, N. A., Harmon, W., & James, M. C. (2021, April 9-12). *Recruitment. Recruiting teachers of color in STEM for high need schools: Lesson learned from the Robert Noyce teacher scholarship program* [AERA Session]. American Educational Research Association Annual Meeting, Virtual Conference, Orlando, Florida.
12. ***Young, J.R.**, Tholen, A., Ortiz, N. A., Harmon, C. J., James, M. C. (2021, April 9-

- 12). Recruiting teachers of color in STEM for high need schools: Lesson learned from the Robert Noyce teacher scholarship program. [Roundtable Discussion]. American Educational Research Association Annual Meeting, Virtual Conference, Orlando, Florida.
13. *Williams, A., & Young, J. R. (2021, April 9-12). Reliability generalization meta-analyses in mathematics education research: A research synthesis [Roundtable Discussion]. American Educational Research Association Annual Meeting, Virtual Conference, Orlando, Florida.
14. *Vela, K. N., Kwon, H., Baucum, M., & Young, J. R. (2021, April 9-12). *Path analysis: Identifying factors influencing STEM career perceptions and interest after attending a STEM camp* [Paper presentation]. American Educational Research Association Annual Meeting, Virtual Conference, Orlando, Florida.
15. *Tholen, A., & Young, J. R. (2021, February 26-27). Mathematics Tracking and Detracking: A Systematic Review of the Literature [Paper Presentation]. Research Council on Mathematics Learning (RCML) Conference, Virtual/Synchronous.
16. *Young, J.R., Rugh, M, & Young, J. L. (2021, February 3–5). *The impact of STEM research in urban education: A citation analysis* [Paper presentation]. Presentation at the 44th Annual Southwest Educational Research Association (SERA) Conference, Virtual/Online. (Regional)
17. *Harmon, W. C., Scott, L. L., James, M. C. & Young, J. (2020, Apr 17 - 21) *Black Fathers Rising: An Analysis of Paternal Influence on Sons' Sense of Belonging and Engagement* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t9lc9x6> (Conference Canceled)
18. *Young, J. R., Tholen, A., Ortiz, N. A., Harmon, W. C. & James, M. C. (2020, Apr 17 – 21) *Recruitment. Recruiting Teachers of Color in Science and Mathematics for High-Need Schools: Lesson Learned From the Robert Noyce Teacher Scholarship Program* [Invited Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wb63dpk> (Conference Canceled)
19. Capraro, R. M., Young, J. R. & Capraro, M. (2020, Apr 17 - 21) *Journal of Urban Mathematics Education* [Invited Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/s5ju22o> (Conference Canceled)
20. *Fidai, A., Young, J., Capraro, M., & Capraro, R. (2020, March). *Engineering Design as the Design for Learning Mathematics*[Paper presentation]. Research Council of Mathematics Learning Annual Meeting, Las Vegas, NV, United States.
21. *Baucum, M., Capraro, M. M., Capraro, R., & Young, J. R., (2020, March). *Characteristics of research-based interventions for early numeracy* [Paper presentation]. Research Council of Mathematics Learning Annual Meeting, Las Vegas, NV, United States.
22. Mitchell, T., Witherspoon, T., Ortiz, N. O., Young, J. R., (2020, March). *Increasing*

- the Odds...for All Black Teacher Educators of Mathematics*[Paper presentation]. Research Council of Mathematics Learning Annual Meeting, Las Vegas, NV, United States.
23. **Young, J.R.**, (2020, March). *A Systematic Review of Meta-Analytic Research in Mathematics Education* [Paper presentation]. Research Council of Mathematics Learning Annual Meeting, Las Vegas, NV, United States.
 24. Cason, M., & **Young, J. R.** (2019, April). “*Check the technique*”: *Tools and methods of hip-hop pedagogy* [Paper presentation]. meeting of American Education Research Association 103rd Annual Meeting, Canada.
 25. **Young, J. R.** (2019, April). *Examining the effects of informal STEM on the mathematics dispositions of Black students* [Paper presentation]. American Education Research Association 103rd Annual Meeting, Canada.
 26. **Young, J. R.**, & Young, J. L. (2019, April). *The power of participation: Examining the effects of out-of-school time STEM on Black mathematics achievement* [Paper presentation]. American Education Research Association 103rd Annual Meeting, Canada.
 27. **Young, J. R.** (2019, March). *Conceptualizing quantcrit for mathematics education research* [Paper presentation]. Research Council of Mathematics Learning Annual Meeting, Charlotte, NC, United States.
 28. **Young, J. R.**, & Young, J. L. (2018, April). *The structural relationship between out-of-school-time enrichment and Black student participation in advanced science* [Paper presentation]. American Education Research Association 102nd Annual Meeting, New York, NY, United States.
 29. **Young, J. R.**, & Young, J. L. (2018, February). *Principles to research practice: A systematic review of meta-analysis in mathematics education to promote equity* [Paper presentation]. Association of Mathematics Teacher Educators Annual Meeting, Houston, TX, United States.
 30. **Young, J. R.**, Hamilton, C., & Cason, M. (2018, February). *Interactive whiteboards in an urban mathematics classroom* [Paper presentation]. Research Council on Mathematics Learning 45th Annual Meeting, Fort Worth, TX, United States.
 31. **Young, J. R.** (2018, February). *Out-of-school time and Black student achievement in mathematics* [Paper presentation]. Research Council on Mathematics Learning 45th Annual Meeting, Fort Worth, TX, United States.
 32. Young, J. L., & **Young, J. R.** (2017, July). *FUNctional formative assessments: Summing up success* [Paper presentation]. Conference for the Advancement of Mathematics Teaching Annual Meeting, Fort Worth, TX, United States.
 33. **Young, J. R.**, & Young, J. L. (2017, July). *STEMulating performance through project-based learning* [Paper presentation]. Conference for the Advancement of Mathematics Teaching Annual Meeting, Fort Worth, TX, United States.

34. Young, J. L., Ero-Trolliver, I., **Young, J. R.**, & Ford, D. Y. (2017, April). *Maximizing opportunities to enroll in advanced science courses: Examining the scientific dispositions of Black girls* [Paper presentation]. American Education Research Association 101st Annual Meeting, San Antonio, TX, United States.
35. **Young, J. R.**, Young, J. L., (2017, April). *Single-group summaries using confidence intervals: An opportunity to inform gap Analysis in mathematics education*. [Paper presentation]. American Education Research Association 101st Annual Meeting, San Antonio, TX, United States.
36. **Young, J. R.** (2017, April). *What is critical quantitative analysis?* [Paper presentation]. Texas Chapter of the National Association for Multicultural Education 16th Annual Meeting, Denton, TX, United States.
37. **Young, J. R.**, & Young J. L. (2017, April) *Single-group summaries using confidence intervals: An alternative to gap analysis* [Paper presentation]. National Council of Teachers of Mathematics Annual Meeting, San Antonio TX, United States.
38. *Cason, M., Ortiz, N., **Young, J. R.**, & Foster, M. (2017, March). *Mathematics identity development: Is there a place for Drake in math class?* [Paper presentation]. Research Council on Mathematics Learning 44th Annual Meeting, Fort Worth, TX, United States.
39. **Young, J. R.**, & Young, J. L. (2017, March). *Beyond gap gazing: Single-group summaries of using confidence intervals*. [Paper presentation]. Research Council on Mathematics Learning 44th Annual Meeting, Fort Worth, TX, United States.
40. **Young, J. R.** (2016, November). *Practicing what we preach: Addressing the marginalization of equity in meta-analytic research in mathematics education* [Paper presentation]. National Association for Multicultural Education Annual Conference, Cleveland, OH, United States.
41. Young, J. L., & **Young, J. R.** (2016, June). *An exploratory analysis of 4th grade African American girls mathematics achievement: Can the NCTM curriculum focal points explain the difference?* [Paper presentation]. Conference for the Advancement of Mathematics Teaching Annual Meeting, San Antonio, TX, United States.
42. **Young, J. R.**, & Young, J. L. (2016, June). *Technology professional development for urban mathematics teachers: Using confidence intervals to characterize effectiveness* [Paper presented] Conference for the Advancement of Mathematics Teaching Annual Meeting, San Antonio, TX, United States.
43. **Young, J. R.** (2016, April). *No generalization without representation: A survey of reporting practices in mathematics education meta-analytic research* [Paper presentation]. Texas Chapter of the National Association for Multicultural Education 15th Annual Meeting, Denton, TX, United States.
44. **Young, J. R.**, & Young, J. L. (2016, January). *Using confidence intervals to evaluate*

the effects of professional development on urban mathematics teachers TPACK [Poster presentation] Association of Mathematics Teacher Educators Annual Meeting, Irvine, CA, United States.

45. Fox, B., Bright, A. Aguilar-Valdez, **Young, J. R.**, & Swampna M. (2015, October). *Challenging the master script: Invoking critical race theory in STEM* [Panel presentation] National Association for Multicultural Education Annual Meeting, New Orleans, LA, United States.
46. ***Young, J. R.**, Fox, B., Young, J. L., Levingston, E., & Rideaux, K. (2015, October). *Noticing diversity, equity, and social justice in the mathematics classroom: Identifying culturally responsive teaching* [Paper presentation]. National Association for Multicultural Education Annual Meeting, New Orleans, LA, United States.
47. Young, J. L., & **Young, J. R.**, (2015, April). *African American female achievement on advanced placement examinations: Implications for success* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
48. ***Young, J. R.**, Young, J. L., Fox, B., & Levingston, E. (2015, March). *Noticing diversity, equity, and social justice in the mathematics classroom: Connecting communities of practice* [Paper presentation]. Texas Chapter of the National Association for Multicultural Education Annual Meeting, Lubbock, TX, United States.
49. **Young, J. R.** (2015, February). *Using TPACK to unpack the effectiveness of technology on mathematics teaching and learning* [Paper presentation]. Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL, United States.
50. ***Young, J. R.**, Young, J. L., Fox, B., & Levingston, E. (2014, November). *Stimulating culturally responsive self-efficacy in mathematics teachers by dismantling ideas of cultural mismatch through video exemplars*. Paper presented at the annual meeting of the National Association of Multicultural Education, Tuscan, AZ, United States.
51. Young, J. L., & **Young, J. R.** (2014, March). *Coordinate choreography: An exemplar of culturally responsive mathematics instruction for African American girls* [Paper presentation]. Texas National Association for Multicultural Education Annual Meeting, Laredo, TX, United States.
52. Young, J. L., & **Young, J. R.** (2014, March). *ReVisioning culturally responsive practice: Summarizing the culturally responsive teaching-efficacy scale (CRTSE)* [Paper presentation]. Texas National Association for Multicultural Education Annual Meeting, Laredo, TX, United States.
53. Young, J. L., & **Young, J. R.** (2013, November). *Misplaced advancements: A critical examination of African American female student access, participation, and achievement* [Paper presentation]. National Association for Multicultural Education Annual Meeting, Oakland, CA, United States.

54. Young, J. L., **Young, J. R.**, & Larke, P. J. (2013, October). *Making “ME” matter: A critical examination of gifted Black girl’s academic achievement in K-4 settings* [Paper presentation]. Research on Women and Education Conference Annual Meeting, Las Cruces, NM, United States.
55. ***Young, J. R.**, Young, J. L., & Hamilton, C. (2013, May). *The use of confidence intervals as a meta-analytic lens to summarize the effects of teacher education technology courses on preservice teacher TPACK* [Poster presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
56. Young, J. L., & **Young, J. R.** (2013, April). *Critical race theory: Not just qualitative any more* [Paper presentation]. Texas National Association of Multicultural Educators 12th Annual Meeting, San Marcos, TX, United States.
57. **Young, J. R.**, & Young, J. L. (2013, April). *Anxious for answers: Describing the African American student mathematics anxiety research using confidence intervals* [Paper presentation]. Texas National Association of Multicultural Educators 12th Annual Meeting, San Marcos, TX, United States.
58. Young, J. L., & **Young, J. R.** (2013, March). *STEMulations: Purposefully repurposing powerpoint technology for socially situated simulations* [Paper presentation]. Society for Information Technology and Teacher Education Annual Meeting, New Orleans, LA, United States.
59. **Young, J. R.**, & Young, J. L. (2012, March). *How can culturally relevant pedagogy serve as a conduit to STEM education for all?* [Paper presentation]. Texas Chapter of the National Association for Multicultural Education 11th Annual Meeting, College Station, TX, United States.
60. Young, J. L., & **Young, J. R.** (2011, February). *Teacher technology efficacy and female Hispanic mathematics student Achievement* [Paper presentation]. Research Association of Minority Professors 30th Annual Meeting, Baltimore, MD, United States.
61. Young, J. L., Larke, P. J., & **Young, J. R.**, (2011, February). *African American females performance on state and national mathematics assessments* [Paper presentation]. Southwest Educational Research Association 34th Annual Meeting, San Antonio, TX, United States.
62. **Young, J. R.**, & Young, J. L. (2011, February). *Effects of teacher technology pedagogical content knowledge for using interactive whiteboards on Hispanic student mathematics achievement* [Paper presentation]. Southwest Educational Research Association 34th Annual Meeting, San Antonio, TX, United States.
63. **Young, J. R.**, Lea, J. V., & Larke, P. J. (2010, November). *That’s not fair: Technology equity and mathematics achievement* [Paper presentation]. National Association of Multicultural Educators Annual Meeting, Las Vegas, NV, United States.
64. **Young, J. R.**, Lea, J. V., & Larke, P. J. (2010, March). *Assessing the needs of the new*

non-traditional student of color: Implications for post-secondary educators [Paper presentation]. National Association of Multicultural Educators 9th Annual Meeting, Denton, TX, United States.

65. **Young, J. R.**, & Lea, J. V. (2010, February). *Teacher technology readiness and African American student mathematics achievement* [Paper presentation]. Research Association of Minority Professor 29th Annual Meeting, Houston, TX, United States.
66. **Young, J. R.**, Yetkiner, E. Z., Woods, M., Capraro, R. M., & Lewis, C. W. (2010, February). *An examination of mathematics achievement in an urban school* [Paper presentation]. Educational Research Association 33rd Annual Meeting, New Orleans, LA, United States.
67. Lea, J. V., & **Young, J. R.** (2010, February). *Reaching for the STaRs: Technology and African American achievement* [Paper presentation]. Southwest Educational Research Association 33rd Annual Meeting, New Orleans, LA, United States.
68. Lea, J. V., **Young, J. R.**, & Larke, P. J. (2009, November). *Closing the gap or reaching the ceiling: The achievement gap in Texas from 1987 until the present* [Paper presentation]. Association of Multicultural Educators Annual Meeting, Denver, CO, United States.
69. **Young, J. R.** (2009, February). *Meta-analysis of the effectiveness of virtual manipulative materials* [Paper presentation]. Southwest Educational Research Association 32nd Annual Meeting, San Antonio, TX, United States.
70. **Young, J. R.** (2009, February). Meta-analysis of the effectiveness of virtual manipulative materials. In V. Wilson (Chair), *Meta-Analyses in education: Some current findings* [Symposium]. Southwest Educational Research Association 32nd Annual Meeting, San Antonio, TX, United States.
71. **Young, J. R.** (2008, February). *What makes computer-assisted mathematics interventions effective?* [Paper presentation]. Southwest Educational Research Association 31st Annual Meeting, New Orleans, LA, United States.

Guest/Invited Presentations

72. **Young, J.R.** (2021, December). *Second Equity Research Roundtable*. Equity Education Trust.
Virtual Research Panel Discussion.
73. **Young, J. R.** (2021, February). Modern Meta-Analysis Research workshop. Invited collaborator at the AERA-ICPSR PEERS Data Hub, Virtual Webinar.
74. **Young, J. R.** (2020, December). *Mathematics dispositions and the mathematics learning outcomes of Black students: How are they related?* Invited Presentation on the Math Ed Podcast.

75. **Young, J. R.** (2019, April). *What every graduate student needs to know about the publication process*. Invited Presentation at the Graduate Research Colloquium, University of Iowa.
76. Young, J. L., & **Young, J. R.** (2017, October). *Mandatory maximums: Graduate student strategies to publish early and often*. Invited presentation at the annual UNT Doctoral Student Association Conference, University of North Texas.
77. **Young, J. R.**, Young, J. L., Feille, K. F., Hagan, C., Mathis, J., Ezzani, M., Levingston, E., & Edwards, J. (2016, May). *Culturally proficiency teaching workshop*. Solicited retreat for the Department of Teacher Education and Administration at the University of North Texas, Denton, Texas.
78. **Young, J. R.** (2016, October). *Writing for publication: The literature review process*. Invited presentation at the annual UNT Doctoral Student Association Conference, University of North Texas.

JOURNAL ACTIVITIES

Editorship

2022-Present	Journal of Urban Mathematics Education (Editor in Chief)
2012-2014	Journal of Educational Research & Studies

Editorial Review Board

2019-2022	Journal for Research in Mathematics Education
2019-Present	Journal of Urban Mathematics Education
2017-Present	Investigations in Mathematics Education
2016-2018	Journal of Multicultural Affairs
2012-2014	Contemporary Issues in Technology and Teacher Education - MATH

Reviewer

2021-Present	Life Sciences Education
2021-Present	Gifted Child Quarterly
2020-Present	Educational Studies in Mathematics
2019-Present	International Journal of STEM Education
2019-Present	Multicultural Education Review
2019-Present	The Teacher Educator
2018-Present	Science Education
2015 - Present	American Education Research Journal
2014 - Present	Review of Educational Research
2014 - Present	Educational Researcher
2014 - 2016	NCSM Journal of Mathematics Education Leadership
2010 - 2016	TechTrends
2010 - Present	Journal of Urban Mathematics Education
2010 - Present	Journal of African American Male Achievement
2008 - 2011	School Science and Mathematics Journal

HONORS AND AWARDS

Undergraduate Student Research Initiative (USRI)	2021-2022
RCML Program Conference Chair Award	2021-2022
TLAC STEM Fellowship	2021-2024
SIARM STEM NSF Fellow	2021-2024
Division K Mid-Career Seminar	2017
AERA Outstanding Reviewer Award Review of Educational Research	2016
AERA Institute on Statistical Analysis for Education Policy Recipient	2016

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2022-2023	American Psychological Association Role: Member
2018-2019	ETS Praxis Core Standards Setting Committee Role: Member
2017- Present	Research Council on Mathematics Learning (RCML) Role: <i>Member, Proposal Reviewer, Conference Planning Committee, 2021 Conference Program Chair</i>
2016 - Present	National Council of Supervisors of Mathematics (NCSM) Role: <i>Member</i>
2013 - Present	Association of Mathematics Teacher Educators (AMTE) Role: <i>Member, Proposal Reviewer</i>
2012 - Present	American Educational Research Association (AERA) Role: <i>Member, Proposal Reviewer</i>
2010 - Present	National Council of Teachers of Mathematics (NCTM) Role: <i>Member, Proposal Reviewer</i>
2010 - 2018	Texas Association of Mathematics Teacher Educators (TX-AMTE) Role: <i>VP for Advocacy, At-Large Board Member, Member, Proposal Reviewer</i>

- 2017 - 2018 National Association for Multicultural Education (NAME)
Role: *Member, Proposal Reviewer, Dine and Dialogue Facilitator*
- 2009 - 2018 Texas Chapter National Association for Multicultural Education (TXNAME)
Role: *Board Member, Conference Reviewer, 2016 Onsite Committee, Member*
- 2002-present Kappa Alpha Psi Fraternity, Inc.
Role: Member

CREDENTIALS AND CERTIFICATION

2022	Meta-analysis Training Institute (MATI)	National
2020	STEM Social Emotional Development Training	National
2019	Statistical Horizons Meta-Analysis Training	National
2013	Population Connection Trainer – Training certification	National
2011	Research, Measurement, & Statistics Certificate	National
2006	Educator, Mathematics (8-12) – teaching certification	State
2006	Physics/Mathematics (8-12) – teaching certification	State
2006	Special Education (EC-12) – teaching certification	State

GRADUATE STUDENTS ADVISED

(* Denotes Formal Doctoral Student currently in the academy)

Level	Chair	Committee Member
Doctoral (former)	4	9
Doctoral (current)	0	1
Total		18

Completed Doctoral Dissertations as Chair

Alana Tholen	Ph.D. Curriculum & Instruction Title: <i>Elementary Teachers and Their Mathematically Talented Students</i>	Fall 2020
*Marti Cason	Ph.D. Curriculum & Instruction Title: <i>Elementary Teacher Candidate Perceptions</i>	Fall 2018

of Hip-Hop Pedagogy in the Mathematics Classroom

- * Fatih Görünmek Ph.D. Curriculum & Instruction Fall 2018
Title: *A meta-analysis of the effects of turkey's technology integration initiative on teacher attitudes*
- *Christina Hamilton Ph.D. Curriculum & Instruction Fall 2013
Title: *An investigation into the relationships between the technological pedagogical content knowledge of university teacher education faculty and their age, rank, and gender*

Current Doctoral Committees Chaired

Doctoral Committee Service Completed

- Katherine Vela Ph.D. Curriculum and Instruction Summer 2020
Title: *Empow"HER"ing female students to pursue STEM Fields*
- Eloise A. Kuehnert Ph.D. Curriculum & Instruction Summer 2019
Title: *Operationalizing Listening-to-Question and Questioning-to-Listen in Mathematics Teaching*
- Margie McCloud Ph.D. Curriculum & Instruction Fall 2018
Title: *A Meta-Analysis Of African American Achievement In Charter Schools and The Impact of Connectedness, Alignment, Rigor, And Engagement (C.A.R.E.) On School Effectiveness.*
- Catherine Stearns Ph.D. Curriculum & Instruction Spring 2015
Title: *Student teachers' changing confidence in teaching*
- Joseph Ayers Ph.D. Curriculum & Instruction Spring 2015
Title: *Exploring the dual-natured impact of digital technology on student-classroom engagement in a Texas public high school*
- Amanda Hurlbut Ph.D. Curriculum & Instruction Spring 2015
Title: *Elementary pre-service teachers' perceptions and experiences of mathematics intervention and response to intervention practices*
- Teresa King Ph.D. Curriculum & Instruction Spring 2014
Title: *Examining the relationship between persistence in attendance in an afterschool program and an early warning index for dropout*
- Andrew Mckenzie Ph.D. Curriculum & Instruction Fall 2014

Title: *Measuring teaching effectiveness using value-added and observation rubric scores*

Nkechi Madueke Ph.D. Curriculum & Instruction Fall 2014
 Title: *Teachers' perceptions of their responsibilities in teaching social emotional skills: A case study*

Current Doctoral Committee Service

Miriam Sanders	Committee Member	Ph.D. Curriculum & Instruction
Eric Rodriguez	Committee Member	Ph.D. Curriculum & Instruction
Andre Thomas	Committee Member	Ph.D. Curriculum & Instruction
Micayla Gooden	Committee Member	Ph.D. Curriculum & Instruction

Former Doctoral Students

Amy Williams	Committee Member	Ph.D. Curriculum & Instruction
Sneha Bhansali.	Committee Member	Ph.D. Curriculum & Instruction
Ruth Payne	Committee Member	Ph.D. Curriculum & Instruction
Tamara Thompson	Committee Member	Ph.D. Curriculum & Instruction
Adrienne Hunter	Committee Member	Ph.D. Curriculum & Instruction
Kristopher Fuller	Committee Member	Ph.D. Curriculum & Instruction
Joey Michelle	Committee Member	Ph.D. Curriculum & Instruction
Ajai Cribbs	Committee Member	Ph.D. Curriculum & Instruction
Yu Xiao	Committee Member	Ph.D. Curriculum & Instruction
Julia E, Calabrese	Committee Member	Ph.D. Curriculum & Instruction
Ashely M. Craft	Committee Member	Ph.D. Curriculum & Instruction

Completed Masters Students

Macie N. Baucum.	Committee Member	M.S. Curriculum & Instruction
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Current and Former Doctoral Committee and Master's Degree Advising (Prior to TAMU)

Level	Advisor
Doctoral (former)	4
Doctoral (current)	0
Masters (former)	5
Masters (current)	13
Total	22

Doctoral Advisor

Angel Luis Figuero Rosado Former

Margie McCloud Former

Marti Cason Former

Sammie Alsuwat Former

Master Student Advisor

K. Moore Former

C. Newsome Former

D. Parrish Former

T. Recsnik Former

B. Rowlett Former

L. Marquez Current

J. Marshall Current

L. McCaig Current

M. McKay Current

K. Miller Current

C. Mundy Current

A. Neesham Current

A. Osborne Current

T. Palmer Current

M. Readmon Current

J. Reagan Current

M. Reynolds Current

K. Riley Current

Scholarship with Students**

Student	Published/in-press
J. Cunningham	1
I. Dolzhenko	1
E. Bellows*	1
L. Kahn*	1
C. Hamilton	5
Z. Shaker	1
M. Cason	5
N. Ortiz*	3
M. Foster	3
S. Alsuwat	1
E. Levingston	1
E. Kuehnert	1
A. Tholen	2
Total	26

* Denotes interdisciplinary or inter-institutional collaboration with student

**Note: All collaborative writing in this section was initiated while students were in "current" student status

INSTRUCTIONAL ACTIVITIES

Year	Semester	Prefix	Course	Enrollment
2022	Fall	TEFB 407	MATH IN MDDLE & SR	5
2022	Fall	EDCI 627	T&L DATA ANAYLS	5
2021	Spring	EDCI 722	MICROCONTROL EDUC	10
2021	Fall	MASC 351	PROBLEM SOLVING IN MATH	26
2020	Fall	EDCI 720	ENGR DESGN SCH TEACH & LEARN	11
2020	Fall	MASC 351	PROBLEM SOLVING IN MATH	47
2020	Fall	MASC 351	PROBLEM SOLVING IN MATH	47
2020	Spring	EDCI 689	MICROCONTROLLERS FOR EDUCATION	10
2019	Fall	EDTL 3532	INTRODUCTION AND PRACTICUM: MATHEMATICS	6
	Fall	EDTL 4535	METHODS: HIGH SCHOOL MATHEMATICS	11
	Spring	EDTL 3534	METHODS: MIDDLE SCHOOL MATHEMATICS	12
2018	Fall	EDTL 3142	GEOMETRY AND MEASUREMENT	30
	Fall	EDTL 3534	METHODS: MIDDLE SCHOOL MATHEMATICS	7
	Spring	EDEE 4350	MATH IN ELEM GRD 1-	18

	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	23
2017	Fall	EDEE 4350	MATH IN ELEM GRD 1- 8	26
	Fall	EDEE 4350	MATH IN ELEM GRD 1- 8	28
	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	23
	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	22
2016	Fall	EDSE 4070	TEACHING DIVERSE POP	31
	Fall	EDSE 4070	TEACHING DIVERSE POP	30
	Spring	EDCI 6230	IMPLEMENT & EVAL	8
	Spring	EDCI 5360	CURR	6
2015	Spring	EDCI 6230	ADVANCE TEACHING IMPLEMENT & EVAL CURR	10
	Spring	EDME 4351	MATH IN ELEM GRD 1- 8	19
	Fall	EDCI 6340	MODELS OF LEARN	5
	Fall	EDSE 5710	C&I INQUIRY I	6
				15
2014	Spring	EDEE 4350		

			MATH IN ELEM GRD 1- 8	
	Spring	EDEE 4350	TEACHING MATH IN 4- 8	8
	Fall	EDCI 6340	MODELS OF LEARN	10
	Fall	EDME 4351	TEACHING MATH IN 4- 8	13
2013	Spring	ED 4EE350	MATH IN ELEM GRD 1- 8	24
	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	18
	Fall	EDEE 4350	MATH IN ELEM GRD 1- 8	17
	Fall	EDME 4351	TEACHING MATH IN 4- 8	8
2102	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	13
	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	18
	Fall	EDEE 4350	MATH IN ELEM GRD 1- 8	22
	Fall	EDME 4351	TEACHING MATH IN 4- 8	8
2011	Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	14

Spring	EDEE 4350	MATH IN ELEM GRD 1- 8	17
Fall	EDEE 4350	MATH IN ELEM GRD 1- 8	23
Fall	EDME 4350	TEACHING MATH IN 4- 8	10

SERVICE

Field

AERA JUTLR SIG Role: SIG Chair	2021-2022
RCML Conference 2021 Role: Conference Chair	2021-2022
Association of Mathematics Teacher Educators Role: Paper Review Mentor	2012-2021
Missouri State University Role: External Reviewer	2019-2020
Association of Mathematics Teacher Educators (AMTE)-TX Role: Social Media Chair	2019-2020
RCML Conference 2020 Role: Conference Chair	2019-2020
ECR: Building Capacity in STEM Education Research competition Role: Panel Member	2018-2019
ETS Praxis Core Standards Setting Committee Role: <i>Member</i>	2018-2019
ETS Praxis Core Mathematics Role: <i>Content Developer</i>	2019-Present
NSF Panel Reviewer Role: <i>Grant Reviewer</i>	2018-Present
Research Council of Mathematics Learning Role: <i>Conference Committee Member</i>	2018-Present

University

Teaching Excellence Advisor Role: <i>Advisor</i>	2017-2018
UNT Teaching Portfolio Development Team Role: <i>Team Leader</i>	2016-2018
University Library Committee Role: <i>Member</i>	2015-2018
Committee for the Status of People of Color Role: <i>Member</i>	2012-2015

College

CEHD Graduate Instruction Committee	2021-present
CEHD Research Award Committee	2021-present
Publication Oriented Writing Essential Resources (POWER) hours Role: <i>Founder, Co-Chair</i>	2015-2018
Doctoral Graduation Commencement Ceremony Role: <i>Advisor</i>	2014
COE Diversity Committee Role: <i>Member</i>	2010-2011

Departmental

Associate Department Head for Graduate Studies	2022-present
Departmental Middle Grades Search Committee	2021-2022
Departmental AIII Search Committee	2021-2022
Departmental A1 Review Committee	2021-2024
UIOWA Mathematics Education Role: Program Chair	2018-2020
UIOWA Graduate Student Advisory Committee Role: Co-Chair	2019-2020
UIOWA Curriculum Committee Role: Member	2018-2020
UIOWA Middle School Mathematics Methods Role: Lead Instructor	2018-2020
UIOWA High School Mathematics	2018-2020

Role: Lead Instructor

UIOWA Teacher Education Committee 2018-2020
Role: *Member*

UNT Promotion and Tenure Committee 2017-2018
Role: *Member*

UNT Collegiality & Community Adhoc Committee 2017-2018
Role: *Member*

Culturally Proficient Teaching – Book Study 2016-2017
Role: *Co-facilitator*

Culturally Proficient Teaching – Workshop 2016-2017
Role: *Co-facilitator*

Mathematics Education M.Ed. Concentration 2013-2018
Role: *Lead Advisor*

Diversity and Equity Committee 2014-2016
Role: *Chair*

Diversity and Equity Committee 2012-2016
Role: *Branch Leader*

Diversity and Equity (Ad hoc) committee 2012-2013
Role: *Co-founder*

EC-6 Admission, Review, & Retention Committee 2012-2015
Role: *Member*

EDEE 4350 Elementary Mathematics 2012-2018
Role: *Lead Instructor*

EDME 4351 Middle School Mathematics 2012-2015
Role: *Lead Instructor*

Technology Committee 2010-2011
Role: *Member*

Community Service

STEM Advisory Committee UIOWA 2018-2020
Role: Board Member

STEM Taskforce Grapevine Colleyville ISD 2013-2018
Role: *STEM Liaison*

Church Technology Department 2011-2016
Role: *Coordinator*

Youth Mentorship Project Role: <i>Mentor</i>	2012-Present
Denton ISD Math Initiative (Project CRAM) Role: <i>Consultant</i>	2012-2014