Yucheng CAO
Assistant Professor
Department of Elementary and Special Education
College of Education
Middle Tennessee State University
Yucheng.Cao@mtsu.edu

EDUCATION
University of California, Irvine, CA   2017–2022
Ph.D., Education, GPA: 3.9/4.0
University of California, Irvine, CA   2017–2021
M.A., Education, GPA: 3.9/4.0
Certificate of Teaching Excellence
University of Southern California, Los Angeles, CA   2015–2016
M.A.T, TESOL, GPA: 4.0/4.0
Central South University, Hunan, China   2011–2015
B.A., English Language and Literature, GPA: 90/100

RESEARCH INTERESTS
Reading and writing development
Classroom instruction and intervention
Teacher education and professional development

STATISTICAL ANALYSIS SKILLS
Multilevel Modeling, Structural Equation Modeling, Discourse Analysis, and Content Analysis.
R, Mplus, Stata, MLwiN, SALT.

PUBLICATIONS
Kim, Y.-S. G. & **Cao, Y.** (2026). Content Knowledge and Comprehension: A Meta-analysis of Correlational and Causal Insights with Systematic Moderation Analysis. *Psychological Bulletin*

Cao, Y., Cho, M. & Kim, Y.-S. G. (2026) Exploring teacher language use and early literacy achievement. *Learning and Instruction, 101*, 102256. https://doi-org.ezproxy.mtsu.edu/10.1016/j.learninstruc.2025.102256

Graham, S., Skar, G. B., Collins, A., Ciullo, S., **Cao, Y.,** & won Lee, J. (2025). Trends in Writing Intervention Research: 1930s and Onward. *Writing & Pedagogy*, (aop), e20250020. https://doi.org/10.3138/wap-2025-0020

Hsiang, T. P., Graham, S., Wang, C., Lin, C., & **Cao, Y.** (2025). Teachers' Perceptions of Their Students' Digital Citizenship and Practices. *The Elementary School Journal, 126*(1), https://doi.org/10.1086/736603

Kim, Y.-S. G., Lee, W., **Cao, Y.,** & Cho, M. (2025). Perspective Taking, Gender Gap, and Writing Quality for Secondary Students. *Reading and Writing.* https://doi.org/10.1007/s11145-025-10655-7

Cao, Y., & Kim, Y.-S. G. (2025). Longitudinal relations between literacy instruction and early reading achievement: findings from classroom observations in Grades 1–3. *Reading and Writing, 38*(4), 1177–1196. https://doi.org/10.1007/s11145-024-10556-1

Graham, S., **Cao, Y.,** Kim, Y.-S. G., Lee, W., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2025). Effective writing instruction for students in grades 6 to 12: a best evidence meta-analysis. *Reading and Writing, 38*(4) 1–46. https://doi.org/10.1007/s11145-024-10539-2

Seoane, R. C., Wang, J., **Cao, Y.,** & Kim, Y. S. G. (2025). Unpacking the Relation Between Oral Language and Written Composition: A Meta-Analysis. *Review of Educational Research.* https://doi.org/10.3102/0034654325132035

Faruk Tavsanli, O., Graham, S.,& **Cao, Y.** (2024) The Effect of Dialogic Writing Instruction on Writing Argumentative Texts: A Replication Study in Türkiye. *Educational Psychology Review. 36*(4), 114. https://doi.org/10.1007/s10648-024-09949-z

Graham, S., Kim, Y.-S. G., **Cao, Y.,** Lee, W., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2023). A meta-analysis of writing treatments for students in grades 6–12. *Journal of Educational Psychology, 115*(7), 1004–1027. https://doi.org/10.1037/edu0000819

Cao, Y., Kim, Y.-S. G., & Cho, M. (2023). Are Observed Classroom Practices Related to Student Language/Literacy Achievement? *Review of Educational Research, 93*(5), 679–717. https://doi.org/10.3102/00346543221130687

Ray, A. B., Torres, C., & **Cao, Y.** (2023). Improving Informative Writing in Inclusive and Linguistically-Diverse Elementary Classes through Self-Regulated Strategy Development. *Exceptionality, 31*(5), 319–343. https://doi.org/10.1080/09362835.2023.2174119

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Cao, Y., & Kim, Y.-S. G. (2021). Is Retell a Valid Measure of Reading Comprehension? *Educational Research Review, 32*, https://doi.org/10.1016/j.edurev.2020.100375

Zhou, N., **Cao, Y.,** Jacob, S., & Richardson, D. (2020). Teacher Perceptions of Equity in High School Computer Science Classrooms. *ACM Transactions on Computing Education, 20*(3), 1–27. https://dl.acm.org/doi/abs/10.1145/3410633

Zou, F., & **Cao, Y.** (2019, September). Integrating Educational Content into Game: An Encapsulation Method. In *International Cognitive Cities Conference* (pp. 367-372). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-15-6113-9_42

MANUSCRIPTS IN PROGRESS
Cao, Y., Kim, Y.-S. G., & Wang, Y. (under review) Meta-Analysis of Socioeconomic Status Effects on Reading and Writing Achievement Across Student Characteristics and Skill Domains.

Cao, Y., Hsiang, T. P., Graham, S., & Lin, C. (under review). Mapping the Structure of Literacy Self-Efficacy: Multidimensional and Correlated Constructs in Reading and Writing.

Busse, V., **Cao, Y.,** Kischnick, J., Sieveke, P., & Graham, S. (under review). Improving writing through evidence-based teaching: A quasi-experimental study in diverse upper-primary classrooms

Shea, Z., Wang, Y., **Cao, Y.** & Wan, S. (under review). The Impact of Response to Interventions on Early Literacy and Social-Emotional Learning in Preschool: A Meta-Analysis.

Shea, Z., & **Cao, Y.** (under review). Reading activities in kindergarten classrooms and children's academic gains: moderation by home language and family poverty.

RESEARCH EXPERIENCE
Postdoctoral Researcher, University of California, Irvine, CA   2022 June–2023 July
Responsible for multiple research projects regarding reading and writing achievement gap, reading and listening comprehension, student perspective taking, teacher classroom talk, writing interventions, and relevant project management work including research assistant recruitment and training.

Graduate Student Researcher, University of California, Irvine, CA   2020 May–2022 June
The WRITE (Writing Research to Improve Teaching and Evaluation) Center for Secondary Students is a local site of the National Writing Project, supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305C190007 to the University of California, Irvine.

Graduate Student Researcher, University of California, Irvine, CA   2018 August–2020 May
The University of California, Irvine (UCI) CS1C@OC project provides in-service high school teachers in Orange County (OC), California a program of study that satisfies California's Computer Science certification requirements to improve access to rigorous computer science courses for K-12 students. It is funded by the National Science Foundation's STEM + Computing (STEM+C) program, award #1640247.

TEACHING EXPERIENCE
Assistant Professor, LITS 7410: Applied Meta-Analysis in Education	2024 July
ECE 4377: Literacy in Early Childhood II	-Present
LITS 7110: Models of Literacy Assessment	
LITS 7330: Multilevel Modeling	
LITS 7330: Structural Equation Modeling	
Clinical Assistant Professor, REED 428: Teaching Writing in the Elementary School	2023 July
REED 430: Elementary Literacy	-2024 May
REED 537: Diagnosis and Correction of Classroom Reading Problems	
Teaching Assistant, EDUC 245: Learning Inside and Outside of School	2021
	June-July
Guest Lecturer, EDUC134: Teaching English Internationally	2021
Guest Lecturer, EDUC 138: Children's Literature in the Elementary Classroom	Mar-June
Guest Lecturer, EDUC 30: 21st Century Literacies.	
Teaching Assistant, EDUC 30: 21st Century Literacies.	2018 Mar-July
Teaching Assistant, EDUC 106: Introduction to Early Childhood Education	2018 Jan-Mar
Mandarin Program Advisor, Bell Tower School, Alhambra, CA	2017 Jan-Mar
Teaching Assistant, LA Technology Center, Los Angeles, CA	2015 Aug

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	–2016 Nov
Creative Writing Tutor, 826LA-Echo Park, Los Angeles, CA	2016 Summer
TOEFL Reading, Vocabulary, and Grammar Teacher, New Oriental School, Anhui, China	2015-2016 Summer
Program Coordinator, China-Australia Technology and Vocational College, Anhui, China	2014 Summer

CONFERENCE PRESENTATIONS

Cao, Y., Kim, Y. S. G., & Wang, Y., (2025, July). *"Examining Socioeconomic Status and Academic Achievement Gaps: A Meta-Analysis of Reading and Writing Outcomes* [Paper Presentation]. Society for the Scientific Study of Reading Conference. Calgary, Canada.

Seoane, R. C., Wang, J., **Cao, Y.,** Kim, Y.-S. G., (2025, April). *Advancing Understanding of Oral Language, Motivation, Writing, and Shared Skills between Reading and Writing* [Paper Presentation]. AERA Annual Meeting, Denver, CO.

Cao, Y., Cho, M., & Kim, Y.-S. G. (2025, April). *Exploring Teacher Language Use and Student Literacy Achievement in First Grade* [Poster Session]. AERA Annual Meeting, Denver, CO.

Cao, Y., & Kim, Y. S. G. (2023, April). *Longitudinal Relations Between Literacy Instruction and Early Reading Achievement* [Poster Session]. AERA Annual Meeting, Chicago, IL.

Cao, Y., Cho, M., & Kim, Y. S. G. (2023, March). *Exploring Teacher Language use and Its Relation to Reading Achievement in First Grade* [Poster Session]. American Association for Applied Linguistics Conference, Portland, OR.

Cao, Y., Cho, M., & Kim, Y. S. G. (2021, July). *Classroom observation of children's language and literacy achievement: A meta-analysis* [Poster Session]. Society for the Scientific Study of Reading Conference.

Cao, Y., Garcia, L., Richardson, D. (2020, December). *Supporting underrepresented students in Computer Science-Teacher perception of racial disparities and practices* [Poster Session]. In Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination (Society for Research in Child Development-Special Topic Workshops Meeting). Rio Grande, Puerto Rico, USA. (Conference Canceled).

Cao, Y., & Kim, Y. S. G. (2020, July). *A systematic review of status and effectiveness of reading instruction from classroom observation studies* [Poster Session]. Society for the Scientific Study of Reading Conference, Newport Beach, CA. (Conference Canceled)

Cao, Y. & Zou, F. (2020, April) *Researcher-Practitioner Collaboration in Game Design: Integrating Digital Game Into Mathematics Learning* [Poster Session]. AERA Annual Meeting, San Francisco, CA http://tinyurl.com/vgu9kgs (Conference Canceled)

Zou, F., & **Cao, Y.** (2019, September). *Integrating Educational Content into Game: An Encapsulation Method* [Paper presentation]. The Second International Cognitive Cities Conference, Kyoto, Japan.

Zhou, N., **Cao, Y.,** Jacob, S., & Richardson, D. (2019, April). *Secondary School Teachers' Conceptualization of Equity Issues in Computer Science Teaching and Learning* [Paper presentation]. AERA Annual Meeting, Toronto, Canada.

Cao, Y., & Kim, Y. S. G. (2019, July). *The Relation Between Retell and Reading Comprehension: A Meta-Analysis* [Paper presentation]. Society for the Scientific Study of Reading Conference, Toronto, Canada.

PROFESSIONAL SERVICES

Guest Editor, Education Sciences, Special Issue: Innovative Practices to Address Reading and Writing Disparities in Education	2025
Practicum Supervisor, Department of Theory and Practice in Teacher Education, University of Tennessee, Knoxville	2023–2024
Journal Reviewer, Review of Educational Research, Research on Preschool and Primary Education, Research in the Teaching of English, Scientific Studies of Reading, Frontiers in Psychology, Annals of Dyslexia, Journal of Infrastructure, Policy and Development, Frontiers in Public Health, Education Sciences	2021–present
Conference Reviewer, American Educational Research Association Conference Submission Reviewer	2021
Faculty Search Committee Member, School of Education, University of California, Irvine	2021
Mentor and Coordinator of the Connected Education Foundation 501(c)(3) Non-profit Organization	2021–present

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Research Mentor at the Digital Learning Lab, University of California, Irvine   2018–2020

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Society for the Scientific Study of Reading
Society for Research in Child Development

AWARDS

Outstanding Reviewers in 2024 *Research on Preschool and Primary Education*