Yucheng CAO

Assistant Professor
Department of Teaching, Learning, and Innovation
College of Education
Middle Tennessee State University
Yucheng.Cao@mtsu.edu

EMPLOYMENT

Middle Tennessee State University, TN   2024 Aug–Present
Assistant Professor
University of Tennessee, Knoxville, TN   2023 July-2024 May
Clinical Assistant Professor
University of California, Irvine, CA   2022 June–2023 July
Postdoctoral Researcher
University of California, Irvine, CA   2018 Aug–2022 June
Graduate Student Researcher

EDUCATION

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

PUBLICATIONS

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

Kim, Y.-S. G., & **Cao, Y.** (2025). Content knowledge and comprehension: A meta-analytic review of correlational and causal associations. *Psychological Bulletin, 151*(10), 1219–1244. https://doi.org/10.1037/bul0000502

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/10.3102/00346543251321035

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.

Aitken, A. A., Graham, S., **Cao, Y.,** Nusrat A., (under review). The Impact of Writing Instruction for English Language Learners: A Meta-Analysis.

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.

GRANTS AND CONTRACTS

Reading Horizons and MTSU Collaboration Research Project ($75,474)
Reading Horizons, Inc.
Role: Principal Investigator
Project Period: 06/01/2025 – 08/15/2026
Montana Reads Implementation Evaluation Study ($292,184)
Montana Office of Public Instruction
Role: Investigator (Student Outcomes and Data Management Lead)
Project Period: 07/01/2025 – 09/30/2029

TEACHING EXPERIENCE

Assistant Professor, Middle Tennessee State University   2024 Aug–Present
LITS 7410: Applied Meta-Analysis in Education
ECE 4377: Literacy in Early Childhood II
LITS 7110: Models of Literacy Assessment
LITS 7330: Multilevel Modeling
LITS 7330: Structural Equation Modeling
Clinical Assistant Professor, University of Tennessee, Knoxville   2023 July-2024 May
REED 428: Teaching Writing in the Elementary School
REED 430: Elementary Literacy
REED 537: Diagnosis and Correction of Classroom Reading Problems
Teaching Assistant, University of California, Irvine   2021 June-July
EDUC 245: Learning Inside and Outside of School
Guest Lecturer, University of California, Irvine   2021 Mar-June
EDUC134: Teaching English Internationally
Guest Lecturer, University of California, Irvine
EDUC 138: Children's Literature in the Elementary Classroom
Guest Lecturer, University of California, Irvine
EDUC 30: 21st Century Literacies.
Teaching Assistant, University of California, Irvine   2018 Mar-July
EDUC 30: 21st Century Literacies.

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Teaching Assistant, University of California, Irvine   2018 Jan-Mar
EDUC 106: Introduction to Early Childhood Education
Mandarin Program Advisor, Bell Tower School, Alhambra, CA   2017 Jan-Mar
Teaching Assistant, LA Technology Center, Los Angeles, CA   2015 Aug–2016 Nov
Creative Writing Tutor, 826LA-Echo Park, Los Angeles, CA   2016 Summer
TOEFL 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   2025
Writing Disparities in Education
Practicum Supervisor, Department of Theory and Practice in Teacher Education, University of   2023–2024
Tennessee, Knoxville
Journal Reviewer, Review of Educational Research, Research on Preschool and Primary   2021–present
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
Conference Reviewer, American Educational Research Association Conference Submission   2021
Reviewer
Faculty Search Committee Member, School of Education, University of California, Irvine   2021

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Mentor and Coordinator of the Connected Education Foundation 501(c)(3) Non-profit Organization   2021–present

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*