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11 1	522	(Boaler et al, 2018)	2	test) from 2 hours (6 or as little as 4 modules of 20 mins) of a Boaler online math mindset class taken by students - but over the school year for MS students.	7 1	393 (Boaler et al, 2018)	6	(Boeler 4 1 359 2018)	et al, NO	13	1	Boaler, Dieckmann, Pérez-Núñez, Sun, and 415 Williams, 2018	Changing students minds and achievement in mathematics, the impact of a free prime student course. In Frontiers in Education (p. 28), Frontiers.		examined in savemath net	Yes	group, which compromises the intervention. Teachers were not randomly chosen; neither were students. No prior student math achievement level was provided.	random selection for teachers.	48	https://www.frontiensin.org/articles/10.3389/feduc.2018.00028/fat7seU+1
12 1	669	(Boaler, Murson, and Williams, 2018)	5 4	CITES 2.4 years youcubed summer camp in paper, based on MARS. See pg. 2.	Deleted in either Ch 1 or 2		7	(Boeler, Munson, 1 656 Williams	and (2018)	14	1	569 (Boaler, Murson, and Williams, 2018)	Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." <u>Your Justices</u>		5 self cites	No.	Opinion piece	No - opinion	An author cites her own work multiple times.	titos://www.yourubed.org/wp.content/uploads/2017/11/Big-ideas-paper-12.17. cdl
		(Poster &		Cites 2.8 years claim summer meth camp (see page 6). Says problem with memorization in math (see pp. 2). Cites Lukzcano, (klucano) paper - so neuroscience claims. Note that the paper is NOT in the TFR.		(Boeler & Lamar 2019) NO in Appendix though so who knows which Boaler & Lam	T										Mindset, Dweck, neuroscience stuff. Adapted from some other youcubed paper. Disabled students. Maybe this paper was adapted? https://www.youcubed.org/wp.			http://fine.com/5533101/earring.cjsal/Place.co.orial.education.co.pf
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14 1	476	2018)		Nakes debunked SFUSD claims 40% etc. Ches Raibide. pg. 68 names a teacher at Raibide and the Volume of the Larron. Youcubed reveals in the volume of the tenco problem that Laura	Absent Absent Ab	ARISON	Absent	Absent Absent		Absent Ab	sent Aba	(Boaler et al, 2018)	(2018). Opinion: How one city got math right. The Hechinger Report. Boaler, Jo. 2016. Mathematical Mindsets: Unleasting Students' Peterstal Involves.		1			<u> </u>	+	
15 2	76	(Boeler, 2016)	9	Evans worked with Carlos Cabana at San Lorenzo HS. Pg. 112 cities SFUSD but doesn't cite the debunked claims.	9 3	144 (Boaler, 2016)				15	2	Boaler, 2016, 2019; Cabana, Shreve, and 45 Woodbury, 2014	Boaler, Jo. 2018. Mathematical Mindsets: Unleashing Students' Potential through Creative Math. Inspiring Messages and Innovative Teaching. Chappequa, NY: Jossey-Bass/Wiley		Book, no cites	Book	Mindset stuff, Dweck. Foreward by Dweck.	Assume no.		
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18 1	173 Boaler, 2019	4	16 lessons to get a 91 S0 and 2.8 school year much gain. Cline 2.2 years clink unique MANS see pp 423-428. See See 1. Versites about both. Versit have on the interdiscutified YES -Rakitek-uses a non stand taffing a la boart book. Cline acuphy tasks bacting and therappene properties (45 school and 26 school and 26 school and 26 school and 26 school and 26 school acuber at Rakitek and Rakitek and the clink of a school acuber and acuber at Rakitek and the Clink Rakitek and School acuber at Rakitek and Rakitek and the Lower solution at Cline School acuber and Rakitek and Texture School acuber at clinks. See School acuber at Bacteria and Honora School acuber at clinks.	m 11	4 460	Boeler 2019				17	2	45 Boaler 2019	Boaler, J. (2019)b. Prove It to Met. Mathematics Teaching in the Middle School, 24(7), 422–428.		5 self cites. This is one of the 7 papers.	Yea, in NCTM	No actual evidence for a claim of 2.8 school years math gain (.91 SD).	No		https://www.voucubed.org/wo-content/uploads/2019/05/prove-it-to-me-JB.pdf
			Yes - but work has been discredited. YES - Railside - uses a non standan measure, etc. to claim outperformance in math vs two other HSs from starting at a lower level. Claims equity based basching and heterogeneor.	1 14				Boeler and					*Creating Mathematical Futures through an Equilable Teaching Approach: The Case of Ratistide School: Teachers' College Record. 110(3): 605-645.		9 self cites. This paper is one of the 7.					
			groupings (de tracking) and open tasks, etc. led to math achievement gai Cites Ralside. pg. 85 mames a teacher at Railside and the Volume of the Lamon. Youcubed reveals in the volume of the lamon problem that Laurs	ns. 12	2 823	Boeler and Staples, 2008	8 2	820 Staples, 2008		18	2	66 Boaler and Staples, 2008			one of the 7.	Yes	Read the critique seems to have serious validity issues.	No	973	https://www.torecord.org/Content.asp?Contentid=14590
19 3	103 Boaler, 2016		Evans worked with Carlos Cabana at San Lorenzo HS, which has been identified as Raibide HS. Pg. 112 cites SFUSD but doesn't cite the debunked claims.	13	12 583	(Boeler, 2016)	9 2	313 Boeler, 2016		19	2	66 Boaler, 2016	Boaler, Jo. 2018. Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Chappequa, NY: Jossey-Bass/Wiley		Book, no cites	Book		Assume no.		
20 3 67	(Boaler, Murson, and 5-676 Williams, 201	0.	CITES 2.4 years youcubed summer camp in paper, based on MARS. Se pg. 2.	e 14	3 1092	Boeler, Munson, and William (2018	14			20	2	158 Boaler, Munson, and Williams (2018	Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." Youcubed.org		5 self cites	No.	Opinion piece	No - opinion.	An author cites her own work multiple times.	https://www.yourubed.org/wp-contentlyploads/2017/11/Big-Ideas-paper-12.17. cdf
21 2	Boaler and 648 LaMar. 2019		1				10 2	Boaler and 305 LaMar, 2019	YES - TFR missing citation in Appendix B	21	2	262 Boaler and LaMar. 2019	Boaler, J., & LaMar, T. (2019). Valuing Difference and Growth: A Youcubed Perspective on Special Education.		14 self cites. Includes 1 of the 7 papers we examined.	No.				https://www.youcubed.org/wp-contenti/uploads/2019/02/SPED-paper-3.2019- Final.odf
			Cites Railside. pg. 68 names a teacher at Raitside and the Volume of the Lerron. Youcubed reveals in the volume of the lerron problem that Laura Evans worked with Catalon 28 and Lorenzo HS, which has been identified as Railside HS. Pg. 112 cites SFUSD but doesn't cite the februring rainer laines.										Boaler, Jo. 2016. Mathematical Mindsets: Unleashing Students' Potential through							
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			detuniked claims. Chies Patisón, pp. 68 names a teacher at Raihiste and the Volume of the Lennen. Voucided reveals in the volume of the lenne problem that Leans Evens worlded with Cathor Cathon at Ste Lennou H-5, which has been detribled as Raihide HS. Pg. 112 cites SFUSD but doesn't cite the detribled claims.									512 (Boaler, 2016)	Boaler, Jo. 2016. Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Chappequa, NY: Jossey-Bass/Wiley		Real on sites	Beat		Accumo 00		
																	Oversistes findings of Siegler, Ramani (2008) paper according to Brain Corrisol (Hipps) links google. Oversively backbornetister/therefindings has been though the additional states that the math methods and the additional additional states and the symbol and additional one additional and additional on the counting on forgets and values much and and prove to Num?. The threat of this paper is doon with one this counting on forgets and values much and and the threat counting and the states of the increased math additionent and that brain science supports this fitters.			
																	Makes youcubed summer math camp claim, now using visual algebra rather than the math mindset stuff mentioned in "Prove it To Mel". The thrust of this paper is down with			
			Mentions the 2.8 school years youcubed summer math camp (pg. 4) clair and for support, it directs to a video of youcubed summer math camp 201 (pg. 4). This is a 2016 paper and it metions on pg. 4 that "Last summer w	n 5									Boaler J, Chen L, Williams C, Cordero M (2016) Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. J Appl Computat Math 5: 325. doi: 10.4172/2188-9679.1000325				sympose and abstraction and memorization and calculation, up with counting on fingers and visual math and 'hepresentations', and that finger discrimination leads to increased math achievement and that brain science supports.			https://www.voucubed.org/wp-content/uploads/2017/04UACmaths-seeing-
			ran a math camp at Stanford Boalar cites Railside pg 188. She also cites the SFUSD debunked claims 40% ch1 pg 25-26. She cites the Park and Brannon paper, pg. 103, (wh	ich	present					24	2	524 Boaler et al., 2016	Math 5: 325. doi: 10.4172/2168-0679.1000325		3 self cites	Yes	this thesis.		113	article.pdf
			Another is a 21 about years produced some rest and any ( $g_{\rm p}$ 4, day in the transmission is a 32 about years and the transmission and the about years and the	9																
			2017 article, pg. 108, and the loculano 2015 study, pg. 31, which Brian Conrad's citation misrepresentation public comment on the CMF, calls ou And the Cantral Valley Tutare apper, pg. 117 "Achieving Euclide" Euclide Cantral Valley Tutare apper, pg. 117 "Achieving Euclide"										Boaler, Jo. 2019a. Limitiess Mind. Learn, Lead and Live without Barriers. New							
23 2	167 Boaler, 2019		Change'	Absent	Absent Absent	Absent	Absent	Absent Absent		25	2	525 Boaler, 2019	York: Harper Collins.		book	Book	Overstates findings of Siegler, Ramani (2008) paper according to Brian Connad (https://sites.google.		<u> </u>	Yes
																	Overstates findings of Siegler, Ramani (2008) paper according to Brain Correla (fitzpr./hites.google. Midlaws yocotable summer mich carrel dain, now uitrig values algebra uither han the math metodas shaft methoden di "Throw 15 Met". The thrust of his paper is doon with symbol and abstraction and memoration and calculation, per with counting on fingers and values muth and the metodase math adviewement and that brain science supports mice metod.			
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			ran a math camp at Stanford YES - 91 SD = 2.8 school years math gain from a youcubed	4	present					26	2	533 (Boaler et al., 2016)	Importance of valual watmentaics to our brain and usaming. J App Computer Math 5: 325. doi: 10.4172/2188-8679.1000325		3 self cites	Yes	thereased man achievement and that brain science supports this thesis.		117	ense owwe pointing organization operations and a second seco
			Week summer math camp - on pre and post math tests. Only 18 lessons to get a .91 SD and 2.8 school year math gain. Cites 2.8 years claim, using MARS, see pg. 423-428. See To	m									Boaler, J. (2019). Prove It to Mel. Mathematics Teaching in the Middle School, 24		5 self cites. This is one of		No actual evidence for a claim of 2.8 school years math gain (31 SD).			
24 2	330 Boaler 20195		Motions the 2.8 should pairs provided automore shall care by 4.1 sites of the 2.8 should pairs provided automore and care by 4.1 sites of the 2.8 should be also be also been a	16	4 905	(Boeler, 2019)				27	2	574 Boaler, 2019b	(7), 422-428.		the 7 papers.	Yes, in NCTM	(.91 SD).	No		https://www.yourubed.org/wp-content/uploads/2019/05/prove-it-to-me-JB.pdf
			complicated to implement CI, and how CI did not work at SPUSD for the students. The authors claim the reason CI didn't work is due to 'stamping practices and narrow math and narrow math standards. However, if CI theory work of Categing (SPI ISD) why work it work anywhere? Anthrop																	
			express their disclain for the math contant standards. The denailing impac- claimed that 2 papers, Boolar and Staples 2008 (Halaiside), and Horn, 13. 2007 "Fast Kids, Stow Kids, Lazy Kids", showed that C lied to student																	
	Lablar Leshi		achievement gains: "Studies of careful implementation of CI in schools have shown that it improves student achievement" (Boaler & Staples, 2008; Horn, 2007), from 3 of "The dealing improver". ) Palipide has been discretelized and the					LoMar Loshin					LaMer, T., Leahin, M., & Boeler, J. (2020). The denailing impact of content		17 self cites. Cites 3 of the 7		No Quantitative evidence. The authors advocate getting rid of math content standards to advance envits as they feel			
25 2	and Boaler, 548 2020	4	Hom 2007 paper has no evidence of CI improving student achievement. About teacher talk and categorization and the difficulty of implementing C	L 17	2 748	LaMar, Leshin, and Boeler, 2020	12 2	and Boeler, 745 2020	NO	28	2	813 LaMar, Leshin, and Boeler, 2020	standards-an equity focused district held back by narrow mathematics. International Journal of Educational Research Open, 1, 100015.			Yes	No Cuantizative evidence. The authors advocate getting id for malit context standards to solvance equipty as they fear exercise. No Cuantizative evidence. The authors advocate getting in activity to context standards provents equilable lasching practice.	No. Opinion piece.		Mos Deve sciencedirect combineration/bit/S2866374020300157
26 2	LaMar, Leshi and Boaler, 601 2020			18	2 880	LaMar, Leshin, and Boaler, 2020	13 2	LaMar, Leshin and Boaler, 877 2020	NO	29	2	883 LaMar, Leshin, and Boeler, 2020	LaMar, T., Leahin, M., & Boaler, J. (2020). The denailing impact of content standards—an equity focused district held back by namow mathematics. International Journal of Educational Research Open, 1, 100015.		examined 17 self cites. Cites 3 of the 7 pepers examined	Yes	of math content standards to advance equity as they feel teaching to content standards prevents equitable teaching practice.	No. Opinion piece.		https://www.sciencedirect.com/science/article/pii/S2888374020300157
									In Appendix for Ch 2, but canno find a cite in CH				International Journal of Educational Healework Ogen, 1, 150015. Boaler, Jo, and James G. Greenco. 2000. 'Identify, Agency, and Knowing in Mathematics works. Multiple Perspectives On Mathematics Teaching And Learning; (International Perspectives On Mathematics Education. Boaler, Jo (ed.). Westport, CT: Praeger Publishers							
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			Cites Railside. pg. 68 names a teacher at Raitside and the Volume of the Lerron. Youxubed reveals in the volume of the lerron problem that Laura Evans worked with Craths Cabena at San Lorenzo H9. which has been identified as Railside HS. Pg. 112 cites SFUSD but doesn't cite the dotteried allows.										Boaker, Jo. 2016. Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Chappequa, NY: Jossey-Basa/Wiey							
28 2	(Boaler, 2016 (Boaler, Mursion, and 1921 Millione, 2017		debunked claims. CITES 2.4 years youcubed summer camp in paper, based on MARS. Se			(Boeler, Munson, and		(Boaler, Munson, and		31	3	102 (Boaler, 2016)	Jossey- Bass/Wey Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." Youcubed org		Book, no cites	Book	Onining since		generates no results in	https://www.youcubed.org/wp-content/uploads/2017/11/Big-ideas-paper-12.17,
	100 100 100		CITES 2.4 years youcubed summer camp in paper, based on MARS. Se	e 20	3 1407	(Boeler, Munson, and Williams, 2018)	15 3	(Boaler, Munson, and 630 Williams 2011	21	33		741 (Boaler, Murson, and Williams, 2018)	Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." Youcubed.org		5 self cites	No	Oninion niene	No	otoga ocida	https://www.yourubed.org/wp-content/uploads/2017/11/Big-ideas-paper-12.17, ord
			CITES 2.4 years youcubed summer camp in paper, based on MARS. Se pg. 2.	e 21	3 665	(Boeler, Munson, and Williams, 2018)	16 3	(Boaler, Munson, and 1052 Williams, 2011	3)			, and the second s	Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." Youcubed org					Ľ		
			CITES 2.4 years youcubed summer camp in paper, based on MARS. Se pg. 2.	e			17 3	(Boaler, Munson, and 1456 Williams, 2011	3)				Boaler, Jo, Jen Munson, and Cathy Williams. 2018. "What is Mathematical Beauty? Teaching through Big Ideas and Connections." Youcubed org							
						Boaler (2002, drawing on Pickering, 1995)		Boeler (2002, drawing on Pickering, 412 (2005)	10			100 Dealer / 2000 dealer Potentin at	Boaler, Jo. 2002. "The development of disciplinary relationships: Knowledge, practice and identity in mathematics classrooms." For the Learning of Mathematics 22(1):42–47.		3 self cites of the 15 total	Mas				https://bhi61nm2cr2mkdgk1dtaov18-wpengine.netdna-sal.com/wp-
			YES91 SD = 2.8 school years math gain from a youcubed week summer math camp - on pre and post math tests. Only	4	441	r seeing, 1995)		412 (1995)		34		365 Boaler (2002, drawing on Pickering, 1925)	provide the state of the state		04005	red				and an an and a second and a second sec
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			Loveless about both. YES - 91 SD = 2.8 school years math gain from a youcubed week summer main camp - on pre and post math tests. Only 18 lessons to get a .91 SD and 2.8 school year math gain. Cites 2.8 years claim, using MARS, see pg. 423-428. See To Loveless about both.	4																
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			Mentions the 2.8 school years youcubed summer math camp (pg. 4) clair and for support, it directs to a video of youcubed summer math camp 201	5													algebra rather than the math mindset stuff mentioned in "Prove It To Mel". The thrust of this paper is down with symbols and abstraction and memorization and calculation,			
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33 4	(see Boaler, 567 2009)		1				21 4	(see Boaler, 711 2009)		37	4	658 (see Boaler, 2009)	Boaler, J. (2009). Can Mathematics Problems Help with the Inequities in the World?: Discussion of Part II: Sociocultural Factors. In Words and worlds (pp. 131-139). Brill Sense.			Yes			15	Max (bill com/viewbook/edm/9750657909383/6P000009.vm)
			YES52 SD math gain from a 2019 youcubed 4 week summ math camp. 10 school districts. Uses MARS for study results (see pages 5-8) (Cites lulucano pg. 3) Cites 2.8 school years I claim o. 3.	ter ,	Absort Absort	Absont	Alisson	Absent Absent				882 (Peaker et al. 2021)	Boaler, Jo, Jack A. Dieckmann, Tanya LaMar, Miriam Leshin, Megan Selbach-Allen, and Graciala Pérez-Núñez. 2021. The Transformative Impact of a Mathematical Mindet Experience Taught at Scale. Frontiers in Education: December 10, 2021		9 self cites. Cites 2 of the 7 pepers examined. This is one of the 7 names	Vies	Not a real comparison group, outcome measure not psychometrically sound. Not an independent party scoring the test. No prior student math achievement data. Dosert identify districts or schools. Administered the same 4 math tasks as the assessment both pre and post summer camp.	No		https://www.feorification.com/satisficat/10.354446-45071-764-545146.21
			1 claim pg. 3. YES: After only 18 lessons, the students improved their achievement by an equivalent of 2.8 school years. Based on unign (MRS), ack Dickmann admits that this video is about the youcubed 2015 summer math camp, for which they claim 2.8 school years math achievement gain. Https://www. educationnet.org/stanford summer-math-camp-researchers- defend-study/				Ausent	A0000		30		SALE (LANSING RE BL., 2021)	reages as search Fromities in Ecological. December 10, 2021		propers.	red	wenn we we wateroomers com pre and post suffitter carry.			CHARLENNIN ACCOUNTING TO ATTEMPT TO A SEPARATE AND 1.70-SESSION
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			Boaler cities Raitode og 155. Shv alko cites the SPUBD obsturked clarms ch's, ch' pg, 25-3. Shv cites the Trike and Barrene paper, pg, 13, 19, 19, 19, 19, 19, 25-3. Shv cites the Trike and Barrene paper, pg, 13, 19, 19, 19, 19, 19, 19, 19, 19, 19, 19	ich 11- 9 b,													, , , , , , , , , , , , , , , , , , ,			
34 2	287 Boaler, 2019		2017 article, pg. 108, and the luculano 2015 study, pg. 31, which Brian Corread's citation misrepresentation public comment on the CMF, calls ou And the Cantral Valley Tutare paper, pg. 117 'Achieving Elusive Teacher Change	Absent J	Absent Absent	Absent	Absent	Absent Absent		39	5 1	1237 (Boaler, 2019	Boaler, Jo. 2019a. Limitiass Mind. Learn, Lead and Live without Barriers. New York: Harper Collins.		Book, no cites	Book			2	

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39 6	1776	Boaler, 2015		Yes - THIS IS ON MATH FACTS and math anxiety	24	6 1	1675 2015)	comments					43	6 1994	(Boaler, Williams, and Confer, 2015)	evidence on the best ways to learn math facts. Reflections, 40(2), 7-12.		oped?	youcubed.	Seems to be many an option poise without existence, and whole wall child be not paper as a existence of this paper. Downstate in the import of sugger Remains (2005) gains convive-publicaments of the sugger Remains (2005) and convive-publicaments of the sugger Remains (2005) and an an another and the sugger Remains (2005) and an another and the sugger Remains (2005) and an another and the sugger Remains (2005) and an another and the sugger Remains (2005) and and abstraction and memorization and calculation, which can all and integrate and main and the more and main and another and the brain sciences supports in a flexia.	No.	139	https://www.yourubed.org/w/dence/fluency-without-fear/
																				com/view/publiccommentsorthecm/fhome#h.ko8ql1hqpzd) Makes youcubed summer meth camp claim, now using visual algebra rather than the math mindset stuff mentioned in			
		(Boaler, Chen, Williams & Cordero,		Mentions the 2.8 school years youcubed summer math camp (pg. 4) claim and for support, it directs to a video of youcubed summer math camp 2015 (pg. 4). This is a 2016 paper and it metions on pg. 4 that Last summer we																"Prove it To Mel". The thrust of this paper is down with symbols and abstraction and memorization and calculation, up with counting on fingers and visual math and			
40 4		2016)		Mentons the 2.8 school years youcubed summer math camp (pg. 4) claim and for support, it directs to a video of youcubed summer math camp 2015 (pg. 4). This is a 2016 paper and I networks on pg. 4 hard Las summer we ran a math camp at Stanford Neuroscience CLAMS? Overstates findings of Skigker, Rammi (2006) paper according to Brian Convert (thesu histo- google.com/view/publiccommerstoonthecmflhome@h.kobg1thgp.pd)		present							44	7 1089	(Boaler et al., 2016)	Boaler J, Chen L, Williams C, Cordero M (2016) Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. J Appl Computat Math 5: 325. doi: 10.4172/2168-9679.1000325		3 self cites	Yes	'representations', and that finger discrimination leads to increased math achievement and that brain science supports this thesis.		117	https://www.youcubed.org/wp-content/uplaads/2017/04/JACmaths-seeing- article.pdf
41 7	1169	(See Boater & missing in Humphreys, 2005) Ch. 7	for 1		25	7	757 (Boeler and Humphreys, 200	5) 2	6 7	(E H 727 21	Boeler and fumphneys, 005) N	10	45	7 1094	Boaler and Humphreys, 2005	Boaler, J., & Humphreys, C. (2005). Connecting mathematical ideas: Middle school video cases to support teaching and learning (No. 1). Heinemann.		Book, no cites	Book			367	https://www.amazon.com/Connecting.Mathematical-Ideas-Teaching- Learning/0325002010/efeer_1.37ie=UTF88.gid=14204013488ar=8- 38keyvarde=jo=hoatez
																		15 self cites out of 45 total citations. 2					
42 7	387	Boaler, 2016				Absent????			Absent A	Absent A	bsert		46	8 760	Boaler, 2016a, 2016b, 2019;	Boaler, J. (2016). Designing mathematics classes to promote equity and engagement. The Journal of Mathematical Behavior, 100(41), 172-178.		15 self cites out of 45 total citations. 2 citations of the 7 papers examined.	Yes			43	https://www.sciencedirect.com/science/article/abs/pii/50732312315000140
43 8	533	Boaler, 2016a	_	Cites Railside, pp. 68 names a leacher at Railside and the Volume of the												Boaler, J. (2016). Designing mathematics classes to promote equity and engagement. The Journal of Mathematical Behavior, 100(41), 172-178.							
				Lerron. Youcubed reveals in the volume of the lerron problem that Laura Evans worked with Carlos Cabena at San Lorenzo HS, which has been			1	1								Boaler, Jo. 2018. Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Chappequa, NY:							
44 2	313	Boaler, 2016	+	learning an effektive (FG, Fg. 12)-cites SFUED to disearch cites the SBArrisk disearch for Relative (FG, Fg. 12)-cites SFUED attractions cites effects of pg. 5-28. The other hard hard thermore paper, pg. 512, here the second		present							47	8 760	Boaler 2016b	Jossey-Basa/Wiky	-	Book, no cites	Book				
				Connad calls out) and the Moser 2011 (in Mathematical Mindset also pg. 11- 12) paper(pg. 48-49, 52 & 83), adn misrepresented the findings, according to the authors of those studies (see Chronicle of Higher Ed - The Divider																			
				article). It clies the Menon 2015 article on page 103, and the Claudia Kalb, 2017 article, pg. 108, and the luculano 2015 study, pg. 31, which Brian Corrad's clastion misrepresentation public comment on the CMF, calls out.																			
45 2	315	Boaler 2019		And the Central Valley Tulare paper, pg. 117 'Achieving Elusive Teacher Change'	Absent	Absert Abse	int Absent		Absent A	Absent A	bsert		48	8 760	Boaler 2019	Boaler, Jo. 2019. Limitiess Mind. Learn, Lead and Live without Barriers. New York: Harper Collins.		book. 17 self cites	Book	Nn Duantitative evidence. The arthres advanate notion of			
46 8	534	LaMar, Leshin, and Boaler, 2020)				present							49	8 762	LaMar, Leshin, and Boeler, 2020)	LaMer, T., Leshin, M., & Boeler, J. (2020). The denailing impact of content standards—an equity focused clistict held back by namew mathematics. International Journal of Educational Research Ocen. 1. 100015.		17 self cites. Cites 3 of the 7 papers examined	Yea	No Quantitative evidence. The authors advocate getting rid of math content standards to advance equity as they feel teaching to content standards prevents equilable teaching practice.	No	4	https://www.sciencedirect.com/science/article/bil/S2888374020300157
	120	LaMar, Leshin, and Boaler,														LaMar, T., Leshin, M., & Boeler, J. (2020). The densiting impact of content standards-an equity focused district held back by names mathematics. Internetical Internet of Educational Densotic Densot: 1, 100015							
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				2017 article, pp. 108, and the lucciano 2015 study, pg. 31, which Brian Corread's clation misrepresentation public comment on the CMF, calls out and the CMF calls out for the CMF.												Boaler, Jo. 2019, Limitiess Mind, Learn, Lead and Live without Barriers, New							
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				Makes neuroscience claims. Mentions memorization. (early pages) Mindeat claims.		Absent???					Å	IS A CITE for SH 9, but no				Boaler, Jo, Jack A. Dieckmann, Graciela Pérez-Núñez, Kathy Liu Sun, and Cathy Williams. "Changing students minds and achievement in mathematics: The encoder of a fear entime student evenese." In Ennotation in Februarian on 28. Ennotation		3 sell cites. This is one of the 7 papers.		achievement level provided, cannot assume that the two different groups of students are at the same math achievement level. Teacher recruitment was not random. Study says 14 leachers, then mentions many more teachers in a table.			
						??			2			29 K.	51 52	9 77 9 77	Boaler et al., 2018 Frontiers, et al 2007	2018. Does not exist in appendix B		the 7 papers.	Yes	in a table.	No	48	bitos: //www.frontiensin.org/articles/10.3389/feduc.2018.00028/fu8
				Yes - makes claim similar to Boaler and Staples, 2008 and Boaler and Staples, 2008 is a chapter in their book. Disingenuous cite to actually cite Boaler and Staples 2008, as they put their Rabide Study in as a chapter in that book. No evidence otherwise, I suspect, in the book.						CS	abana, hreve and Voodbury, 014				Cabana, Shreve and Woodbury, 2014	Cabana, C., Streve, B., Wootbury, E., & Louie, N. (2014). Mathematics for equity: A framework for successful practice. Teachers College Press.				paeon to Railside			
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				Yes - but work has been discredited. YES - Railside - uses a non standard measure, etc. to claim outperformance in math vs hor other HSs from starting at a lower level. Claims equip based baseting and heterogeneous proupings (de tracking) and open tasks, etc. led to math achievement gains.		present							53	9 164	Boaler and Staples, 2008	*Creating Mathematical Futures through an Equitable Teaching Approach: The Case of Railside School." Teachers' College Record. 110(3): 608-645.		9 self cites. This paper is one of the 7.	Yes	Read the critique — the article/study seems to have serious validity issues.	No	engeging in self-citing.	bitos: //www.torecord.org/Content.exp?Contentid=14590
11	106	Boaler, 2014)	2	YES - and mixeepresents the findings of Engle 2002. YES - updatished low level paper. Claims 15% more students achieved protomory in the CASPP due to detracting, etc. 8 unnamed Bay Awa school dimins. STLL CLAMBON ACHEVENENT pair in Oct. 23 On. 10 ue 46, but not 15% more and CASPP duesches achieventer gans but deset typedry them in the CAPE Oct. 23. Reduced claim. TFR all haid bits more take. The Lawler school "swinnish school", Dhore's Did Diff. more take. The Lawler school", swinnish tockting. Dhore's Did	Absent	Absent Abse	nt Absent	2	8 12	77	Boeler, 2014)		54	9 164	Boaler, 2014	Boaler, J. (2014). Research suggests that timed tests cause math anxiety. Teaching children methematics, 20(8), 469-474.		2 self cites.	Yes	opinion piece Unpublished, no district identifying information, can't be	No. Seems to be an opinion piece.	85	https://asdn.org/wp-content/uploads.tom2014-04-469a.pdf
				proficiancy in the CAASPP due to detracting, etc. 8 unnamed Bay Area school districts. STILL CLAIMING ACHEVEMENT gain in Oct. 23 Ch. 10 Line 458, but not 15% more and CASSPP, describes achievement gains but.														6 self cites. This		opinion piece Urpublished, no district identifying information, can't be independently verified, usea invalid outcome assessment (MARS math backs and MARS totals) for student assessment invalid comparison between teachers who received many			
40 7	431	(Boaler & Foster, 2018)	4 3	doesn't specify them in the CMF Oct. '23. Reduced claim. TFR still head 15% more claim. Mike Lawler scrutiny. Savemath scrutiny. Other? Did Brian?	26	10	456 Boater and Foster, 2021	2	。。	158 <mark>6</mark>	iceler and iceler, 2021		55	9 183	Boaler and Foster, 2021	Boaler, Jo, and David Foster. 2021. "Raising Expectations and Achievement. The Impact of Two Wide Scale De-Tracking Mathematics Reforms."		6 self cites. This is 1 of the 7 papers examined.	No	Invalid comparison between teachers who received many days of SVMI PO versus those who got no PD. Teachers not randomly chosen.	No	Not published	https://www.youcubed.org/wp-content/uploads/2018/00/Relating-Expectations- 2021-JR.ed
				Yes - but work has been discredited. YES - Railside - uses a non standard measure, etc. to claim outperformance in math vs two other HSs from				1										9 self cites.				973 but we see one of the authors	
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			+	groupings (de tracking) and open tasks, etc. led to math achievement gains.			+	1		-			57	9 282	Boaler and Staples, 2008	Case of Raileide School." Teachers' College Record. 110(3): 608-645.		one of the 7.	Yes	Read the outligue — the activity/seems to have serious diddy issues. Nor notices making of calcular to activity the latesthese. Nor notices making of control grass, have the same level of subset of effortweets, which calcular searcheses. No data on the level of auch machine which calcular searcheses the second second activity threads the same level of second second on the same of the other additional second second on the same of the same level on the second second on the same second second activity the second second on the same second second activity the second second second on the same second second second activity the second second	No	sel-citing.	https://www.tcracord.org/Content.asp?Contentid=14590
							1	1												teacher effectiveness, which can't be assumed. No data on the level of each teacher's effectiveness, prior to treatment. Invalid comparison between a group of teachers who			
		Anderson, Boaler, &		Yes - 5.2 months of student math achievement gains (pg. 23) over the course of one school year - 5th grade - due to 35+ hours of teacher PD/year via online course + County coaching,												Not listed in appendix B for Ch. 9, but this cite is: Achieving elusive teacher		2 self cites. This is one of the 7 papers.		received 35 hours of mindset PD and coaching, etc., versus teachers who received no PD and no other additional support. No information on students prior math achievement income the support.			
50 1	174	Deokmann 2018	5			present		-					58	9 304	(Anderson et al., 2018)	change through challenging myths about learning: A blended approach RK Anderson, J Boater, JA Disckmann - Education Sciences, 2018 - mtol.com		This is one of the 7 papers.	Yes	tevets. No identifying information of districts, etc. Claims 5.2 month math gain over the course of 5th grade. Urpublished, no district identifying information, can't be	No	86	https://www.mdpi.com/2227-71028/308
				VES. unpublished low lovel paper. Claims 15% more students achieved profeierroy in the CAASPP due to detracking etc. 8 unnamed Bay Area school detricts. Still LC GANINO ACHEVVENTINT gain to Oct. 23 Ch. 10 Line 456, but not 15% more and CASSPP. discribes achievement gains but doesn't specify threm in the CAP Oct. 22. Reduced dame. Thre shift hand 15% more claim. Mike Lawler scrutiny. Savemath scrutiny. Other? Did Brian?			1	1										6 self cites. This		independently verified, uses invalid outcome assessment (MARS math tasks and MARS tests) for student assessment			
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				Brain? VES - spublished low level paper. Claims 15% more students achieved professiony in the CAASPP data to deteraining etc. 8 unnamed Bay Awa school elements. STILL CLAIMING ACHEVEMENT gain in loct '2 Ch. 10 ue 45%, but not 15% more and CASSPP, describes achievement gains but descrit peoply them in the CAIP Cot. 22. Reduced calam. TFR 481 had 15% more claim. Mike Laiwler school. Searment Section, Ohar? Did Mike Laiwler school. Searment Section, Ohar?																Invalid comparison between teachers who received many days of SVMI PO varius those who got no PD. Teachers not andromity does and and the static identifying information, carry be independently writed, uses invalid outcome assessment (AARS math asks and MARS backs) for student allessment mailed comparison between teachers who no carvier times of the student students in the student of the student with the student of the student and the endotry of our student students of the student all endotry of our student students who got no PD. Teachers not readority of our			
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51 7	387	Boaler, J. 2011		Yes - restatement of Railside. YEs				+	+				61	9 334-335	Boaler, 2011, 2015, 2016; Boaler and Staples, 2008 Boaler 2015	Boaler, J. (2011). Changing students' lives through the de-tracking of urban mathematics classrooms. Journal of urban mathematics education, 4(1), 7-14. No cite listed in Appendix B for Ch 9 for Boaler 2015		7 self cites out of 13 total citations.	Yes	commentary/opinion, not a study. On detracking.		59	http://www.sfusdmath.org/uploads/2/4/0/9/24098922/boaler_de-tracking.pdf
			-	YEs Coles Railoide, pg. 68 names a leacher al Railoide and the Volume of the Larron. Youcubed reveals in the volume of the lamon problem that Larro learns worked with Carlos Cablena at San Lorcenco TS, which has been identified as Railoide HS, Pg. 112 cites SFUSD but doesn't cite the dobunked claims.				1															
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					1	1 1	1	1				1			1	Boaler, J., & Selling, S. K. (2017). Psychological Imprisonment or Intellectual	1	of 31 total	1		1	1	
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FFR Cite Count - Boaler and Youcubed - below	CH CMF FFR (February 2021)	Line FFR	Short citation in FFR for article	Counts cites for 0 particular work p in CMF TFR	Cite counts for particular work in CMF sfr	Extraordinary Claim made? Includes mention of extraordinary claims in other authored articles/books?	CMF Oct '23 Boeler cite count	CH CMF Oct Lir 2023 23	Ne Oct	TFR Cite Count - Boaler and Youcubed	CH CMF TFR (July 12, 2023) Lis	ne TFR TFR	t citation Citation	NG TFR Cite of Book dix SFR	count Chapt CMF : (Marc 2022)	sfr th 14, Line SFF	Short Citation for work - in CMF sfr/TFR chapter	Full Citation for work - per Appendix B CMF thraft/TFR for that Chapter	Does the work uses MARS?	Most frequently cited SFR author Self cites	Published?	Quantitative/Qualitative/Opinion /Comments	Can be independently verified from article?	Cites Google Scholar? -	Link to work
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						40% ch1 pg. 25-28. She cites the Park and Brannon paper, pg. 103, (which Connal calls out) and the Moser 2011 (in Mathematical Mindset also pg. 11- 13 second di 40 (27.8.93) and microsecond the Endines.																			
						to the authors of those studies (see Chronicle of Higher Ed - The Divider article). It cites the Menon 2015 article on page 103, and the Claudia Kalb,																			
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60	4	791	(Boaler 2019)			Cites 2.8 years claim, using MARS, see pg. 423-428. See Tom Loveless about both.		present							81	13 45	51 Boaler, 2019 b	Boaler, J. (2019). Prove It to Mel. Mathematics Teaching in the Middle School, 24 (7), 422-428.		5 self cites. This is one of the 7 papers.	Yes, in NCTM	No actual evidence for a claim of 2.8 school years math gain (.91 SD).	No	2	https://www.yourubed.org/wp-content/uploads/2010/05/prove-it-to-me-JB.pdf
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			Boaler, Cordero &															Boaler, J., Cordero, M., & Dieckmann, J. (2019). Pursuing gender equity in		this opinion piece are to two					
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65	6	3092	Boaler, Jo				I											Boaler, Jo, Neuroscience and Education https://www. youcubed.org/neuroscience-education-article/.							
67	7	373	Boaler, 2014			Railside chapter in the Nasir Cabana, Shreve Equity Book.												VOICUDED.org/heuroscience-education-anticle/. Not in the end of FFR Ch 7 references. Claim associated with this reference is about tracking. Maybe Boaler & Staples 2014?							
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