

# **SPYROS KONSTANTOPOULOS**

## Curriculum Vitae

### **EDUCATION**

Ph.D. 2003. The University of Chicago, Research Methodology.

M.S. 1999. The University of Chicago, Statistics.

M.S. 1995. Purdue University, Educational Psychology and Research Methodology.

B.A. 1992. University of Athens Greece, Primary Education and Educational Psychology.

### **PROFESSIONAL POSITIONS**

Associate Professor, College of Education, Michigan State University, August 2009- Present.

Assistant Professor, Lynch School of Education, Boston College, September 2008 – June 2009.

Assistant Professor, School of Education and Social Policy, Northwestern University, September 2003 – August 2008.

Post Doctoral Fellow, Data Research and Development Center, University of Chicago, June 2003- August 2003.

### **HONORS**

Palmer O. Johnson Award, American Educational Research Association, 2002 (with B. Nye, and L. V. Hedges).

Harold E. Mitzel Award for meritorious contribution in educational practice through research, 2002 (with B. Nye, and L. V. Hedges).

Research Fellow, Institute for the Study of Labor (IZA), 2003-Present.

Member of the Society for Research Synthesis Methodology, 2005-Present.

### **EDITORIAL EXPERIENCE:**

Editorial Board, Sociology of Education

Editorial Board, Journal of Research on Educational Effectiveness

Editorial Board, Educational and Psychological Measurement

Associate Editor, Research Synthesis Methods

Associate Editor, Journal of Research on Educational Effectiveness

**FUNDING:**

*Studying Distributed Leadership in Middle School Mathematics. Four-year project funded by NSF (\$ 2.4 million).*

Role: Co-Pi with James Spillane, Penelope Peterson, and Miriam Sherin at Northwestern University.

*The Impact of Online Professional Development: An Experimental Study of Professional Development Modalities Linked to Curriculum. Four-year project funded by NSF (\$ 2.4 million).*

Role: Co-Pi with Barry Fishman at the University of Michigan and Daniel Edelson at Northwestern University.

*Preparing Young People for Responsible Adulthood: An Evaluation of After School Matters. One-year project funded by the Searle Foundation (\$ 100,000).*

Role: Co-Pi with Bart Hirsch at Northwestern University.

*BioQ Collaborative. Four-year project funded by NIH (\$1.2 million).*

Role: Co-Pi with David Kanter at Temple University.

*Developing a Framework to Evaluate Effects of School Reform on the Achievement Gap. One-year project funded by Boston College (\$11,000).*

*The Impact of Indiana's System of Diagnostic Assessments on Student Achievement Outcomes. Four-year project seeking funding from the Institute of Education Sciences (\$ 4 million).*

Role: Co-Pi with Shazia Miller at Learning Point Associates.

**PUBLICATIONS**

Konstantopoulos, S. (in press). Optimal Sampling of Units in Three-Level Cluster Randomized Designs: An ANCOVA Framework. *Educational and Psychological Measurement*.

Konstantopoulos, S. (in press). Teacher Effects and Student Achievement. In J. A. C. Hattie, & E. M. Anderman (Eds), *The International Handbook of Student Achievement*. Routledge.

Konstantopoulos S. (in press). Teacher effects: Past, present, and future. In Kelly, S. (Editor), *Understanding Teacher Effects*. New York: Teachers College Press.

Konstantopoulos S., & Chung V. (in press). Differential teacher effects on minority and disadvantaged students in grade 4. *Journal of Educational Research*.

Konstantopoulos S. (in press). Teacher effects in early grades? Evidence from a randomized experiment. *Teachers College Record*.

Konstantopoulos, S., & Borman, G. D. (in press). Family background and school effects on student achievement: A multilevel re-analysis of the Coleman data. *Teachers College Record*.

Konstantopoulos S., & Cordray, D. (in press). Testing moderator relations in experimental studies. In M. W. Lipsey, & D. S. Cordray (Eds), *Field*

*Experimentation*. Sage.

Konstantopoulos S. (in press). Constructing a more powerful test in three-level cluster-randomized designs. *Journal of Research on Educational Effectiveness*.

Konstantopoulos S, & Chung, V. (in press). The persistence of teacher effects in elementary grades. *American Educational Research Journal*.

Kanter, D., & Konstantopoulos, S. (2010). The impact of project-based science on minority student achievement, attitudes, and career plans: An examination of the effects of teacher content knowledge, pedagogical content knowledge, and inquiry-based practices. *Science Education*, 94, 855-887.

Konstantopoulos, S. (2010). Power Analysis in Two-Level Unbalanced Designs. *Journal of Experimental Education*, 78, 291-317.

Konstantopoulos S, & Chung, V. (2009). What are the long-term effects of small classes on the achievement gap? Evidence from the Lasting Benefits Study. *American Journal of Education*, 116 (1), 125-154.

Konstantopoulos S. (2009). Effects of teachers on minority and disadvantaged students' achievement in the early grades. *Elementary School Journal*, 110 (1), 92-113.

Konstantopoulos, S. (2009). Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs. *Evaluation Review*, 33, 335-357.

Konstantopoulos S. (2009). Commentary one. In B. Schneider, G. Sykes, D. Plank (Eds), *AERA handbook on education policy research* (pp 209-211).

Konstantopoulos, S. (2009). Using Power Tables to Compute Power in Multilevel Experimental Designs. *Practical Assessment Research and Evaluation*, 14(10), 1-9.

Konstantopoulos, S, & Hedges, L. V. (2009). Fixed effects models in meta-analysis. In H. Cooper, L. V. Hedges, & J. Valentine (Eds.), *The handbook of research synthesis and meta-analysis* (2<sup>nd</sup> Ed) (pp. 279-294). New York: Russell Sage.

Konstantopoulos, S. (2009). The mean is not enough: Using quantile regression to examine trends in Asian-White differences across the entire achievement distribution. *Teachers College Record*, 111, 1274-1295.

Konstantopoulos, S. (February 2009). Commentary on "What is the impact of class size on student learning?" *Teachers College Record*.

Ceci, S., & Konstantopoulos, S. (January 30, 2009). It's not all about class size. *Chronicle of Higher Education*.

- Konstantopoulos, S. (2008). The power of the test for treatment effects in three-level block randomized designs. *Journal of Research on Educational Effectiveness, 1*, 265-288.
- Konstantopoulos, S. (2008). Computing power of tests for the variability of treatment effects in designs with two levels of nesting. *Multivariate Behavioral Research, 43*, 327-352.
- Konstantopoulos, S., & Constant, A. (2008). The gender gap reloaded: Are school characteristics linked to labor market performance? *Social Science Research, 37*, 374-385.
- Konstantopoulos, S. (2008). Do small classes reduce the achievement gap between low and high achievers? Evidence from Project STAR. *Elementary School Journal, 108*, 275-291.
- Konstantopoulos, S., & Hedges, L. V. (2008). How Large an effect can we expect from school reforms? *Teachers College Record, 110*, 1613-1640.
- Konstantopoulos, S. (2008). The power of the test for treatment effects in three-level cluster randomized designs. *Journal of Research on Educational Effectiveness, 1*, 66-88.
- Konstantopoulos, S. (2007). Introduction to meta-analysis. In J. Osbourne (Ed.), *Best practices in quantitative methods* (pp. 177-194). Thousand Oaks, CA: Sage.
- Konstantopoulos, S. (2006). Trends of School Effects on Student Achievement: Evidence from NLS:72, HSB: 82, and NELS:92. *Teachers College Record, 108*, 2550-2581.
- Nye, B., Konstantopoulos, S, & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis, 26*, 237-257.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2004). Do minorities experience larger lasting benefits from small classes? Evidence from a five-year follow-up of the Tennessee class size experiment. *Journal of Educational Research, 98*, 94-100.
- Konstantopoulos, S., & Hedges, L.V. (2004). Meta-Analysis. In D. Kaplan (Ed.), *Handbook of Quantitative Methodology for the Social Sciences* (pp. 281-297). New York: Sage.
- Hedges, L. V., Konstantopoulos, S., & Thoreson A. C. (2003). Studies of technology implementation and effects. In G. Haertel, & B. Means (Eds.), *Evaluating Educational Technology: Effective Research Designs for Improving Learning* (pp. 187-204). New York: Teachers College.
- Constant, A., & Konstantopoulos, S. (2003). School effects and labor market outcomes for young adults in the 1980s and 1990s. *Applied Economics Quarterly, 49*, 5-22.

- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2002). Do low achieving students benefit more from small classes? Evidence from the Tennessee class size experiment. *Educational Evaluation and Policy Analysis, 24*, 201-217.
- Konstantopoulos S., Modi, M., & Hedges L.V. (2001). Who are America's gifted? *American Journal of Education, 109*, 344-382.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2001). Are the effects of small classes cumulative? Evidence from the Tennessee class size experiment. *Journal of Educational Research, 94*, 336-345.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2001). The long-term effects of small classes in early grades: Lasting benefits in mathematics achievement at grade nine. *Journal of Experimental Education, 69*, 245-257.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2000). Do the disadvantaged benefit from the small classes? Evidence from the Tennessee class size experiment. *American Journal of Education, 109*, 1-26.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (2000). Effects of small classes on academic achievement: The results of the Tennessee class size experiment. *American Educational Research Journal, 37*, 123-151.
- Nye, B., Hedges, L.V., & Konstantopoulos, S. (1999). The long-term effects of small classes: A five-year follow-up of the Tennessee class size experiment. *Educational Evaluation and Policy Analysis, 21*, 127-142.