

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.

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).

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*

PUBLICATIONS

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

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

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 peess). Testing moderator relations in experimental studies. In M. W. Lipsey, & D. S. Cordray (Eds), *Field Experimentation*. Sage.
- 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). Constructing a more powerful test in three-level cluster-randomized designs. *Journal of Research on Educational Effectiveness*.
- 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* (2nd 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.