

# **SPYROS KONSTANTOPOULOS**

## Curriculum Vitae

### **E-mail:**

[spyros@msu.edu](mailto:spyros@msu.edu)

### **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**

Program Director, Measurement and Quantitative Methods Program, March 2010 – December 2012.

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.

Education Policy Center Faculty Associate (Michigan State University) 2010-Present

## **EDITORIAL EXPERIENCE**

Editor of Methods Section, Journal of Research on Educational Effectiveness January 2013-Present  
Associate Editor, Journal of Research on Educational Effectiveness 2011-2012  
Associate Editor, Research Synthesis Methods 2010-2012  
Editorial Board, Research Synthesis Methods 2013-present  
Editorial Board Educational Evaluation and Policy Analysis 2012-2015  
Editorial Board, Educational and Psychological Measurement 2011-Present  
Editorial Board, International Journal of Quantitative Research in Education 2012-Present  
Editorial Board, ISRN Education 2011-Present  
Editorial Board, Sociology of Education 2006-2009

## **FUNDING**

### **Completed:**

*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).*

### **Active:**

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

07/01/2010-6/30/2014

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

*Relationship Between Grade-Level Teacher Characteristics and Student Achievement Change in Michigan funded by Learning Points Associates/US Department of Education (\$250,000)*

06/01/2011-12/31/2011

Role: Co-Pi with Barbara Schneider at MSU

*Proposal for an RCT Training Institute funded by US Department of Education (\$540,000).*

10/01/2011-09/30/2013

Role: Pi with Larry Hedges at Northwestern.

*Investigating the Capacity of Game-based Design Elements to Enhance Affective Dimensions of Genetics Learning. Four-year project funded by NSF (\$1 million).*

09/01/2011-08/31/2015

PI: David Kanter

Role: Consultant

*Scaling Up a Promising Approach to Narrowing the SES Achievement Gap in Primary-Grade Social Studies and Content Literacy. Three-year project funded by the Spencer Foundation.*

09/01/2012-08/31/2015

PI's: Nell Duke and Anne-Lise Halvorsen

Role: Consultant

*Spatial Ability as a Malleable Factor for Math Learning. Four-year project funded by IES (\$1.5 million)*

09/01/2012-08/31/2016

PIs: Kelly Mix and Susan Levine

Role: Consultant

*A Summer RCT Training Institute for Established Researchers funded by US Department of Education (\$839,170).*

10/01/2014-09/30/2017

Role: Co-Pi with Larry Hedges at Northwestern.

**Pending:**

*The Michigan Partnership for Teacher Effectiveness. Two-year project seeking funding from IES (\$400,000)*

Role: Co-Pi with Mark Berends, Venessa Keesler, and Sean Kelly.

*The Influence of Teacher Preparation Pathways on Beginning Teachers' Knowledge, Math Instructional Practices, and Effectiveness. Four-year project seeking funding from IES (\$1.5 million)*

Role: Co-Pi with Peter Youngs, Cassie Guarino, and Kristen Bieda.

*An RCT Training Institute. Three-year project seeking funding from IES (\$800,000)*

Role: Co-Pi with Larry Hedges.

*Exploring the Relation between Classroom Linguistic Environment and Language Development. Four-year project seeking funding from NIH.*

Role: Co-Pi with Marina Vassilyeva and Mariela Paez.

*The Effects of Vocabulary Intervention for Children at-Risk: A Meta-analytic and Thematic Synthesis of the Research. Seeking funding from IES.*

Role: Consultant.

**PUBLICATIONS (BY YEAR)**

1999

1. 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.

2000

2. 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.
3. 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.

2001

4. 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.
5. 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.
6. **Konstantopoulos S.**, Modi, M., & Hedges L.V. (2001). Who are America's gifted? *American Journal of Education, 109*, 344-382.

2002

7. 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.

2003

8. 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. (names are listed alphabetical, equal authorship)
9. 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.

2004

10. Nye, B., **Konstantopoulos, S.**, & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis, 26*, 237-257.
11. 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.

12. **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.

2006

13. **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.

2007

14. **Konstantopoulos, S.** (2007). Introduction to meta-analysis. In J. Osbourne (Ed.), *Best practices in quantitative methods* (pp. 177-194). Thousand Oaks, CA: Sage.

2008

15. **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.
16. **Konstantopoulos, S.**, & Hedges, L. V. (2008). How Large an effect can we expect from school reforms? *Teachers College Record*, 110, 1613-1640.
17. **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.
18. **Konstantopoulos, S.**, & Constant, A. (2008). The gender gap reloaded: Are school characteristics linked to labor market performance? *Social Science Research*, 37, 374-385.
19. **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.
20. **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.

2009

21. **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.
22. **Konstantopoulos, S.** (2009). Using Power Tables to Compute Power in Multilevel Experimental Designs. *Practical Assessment Research and Evaluation*, 14(10), 1-9.
23. **Konstantopoulos, S.** (2009). Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs. *Evaluation Review*, 33, 335-357.
24. **Konstantopoulos S.** (2009). Effects of teachers on minority and disadvantaged students' achievement in the early grades. *Elementary School Journal*, 110 (1), 92-113.
25. **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.
26. **Konstantopoulos, S.** (February 2009). Commentary on "What is the impact of class size on student learning?" *Teachers College Record*.
27. Ceci, S., & **Konstantopoulos, S.** (January 30, 2009). It's not all about class size. *Chronicle of Higher Education*
28. **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.

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

2010

30. **Konstantopoulos, S.** (2010). Power Analysis in Two-Level Unbalanced Designs. *Journal of Experimental Education*, 78, 291-317.
31. 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.

2011

32. **Konstantopoulos, S.,** & Borman, G. D. (2011). Family background and school effects on student achievement: A multilevel re-analysis of the Coleman data. *Teachers College Record*, 113, 97-132.
33. **Konstantopoulos S.,** & Chung V. (2011). Differential teacher effects on minority and disadvantaged students in grade 4. *Journal of Educational Research*, 104, 73-86.
34. **Konstantopoulos, S.** (2011). How consistent are class size effects? *Evaluation Review*, 35, 71-92.
35. **Konstantopoulos S.,** & Chung, V. (2011). The persistence of teacher effects in elementary grades. *American Educational Research Journal*, 48, 361-386.
36. **Konstantopoulos, S.** (2011). Fixed effects and variance components estimation in three-level meta-analysis? *Research Synthesis Methods*, 2, 61-76.
37. **Konstantopoulos S.** (2011). Teacher effects in early grades? Evidence from a randomized experiment. *Teachers College Record*, 113, 1541-1565.
38. **Konstantopoulos, S.** (2011). Optimal Sampling of Units in Three-Level Cluster Randomized Designs: An ANCOVA Framework. *Educational and Psychological Measurement*, 71, 798-813.
39. **Konstantopoulos S.** (2011). Constructing a more powerful test in three-level cluster-randomized designs. *Journal of Research on Educational Effectiveness*, 4, 354-369.

2012

40. **Konstantopoulos S.** (2012). Teacher effects: Past, present, and future. In Kelly, S. (Editor), *Assessing teacher quality: Understanding Teacher Effects on instruction and achievement* (pp. 33-48). New York: Teachers College Press.
41. **Konstantopoulos, S.,** & Li, W. (2012). Modeling class size effects across the distribution of achievement. *International Journal of Sociology of Education*, 1, 5-26.
42. Kubitskey, B. W., Vath, R., Fishman, B., Johnson, H., **Konstantopoulos, S.,** & Park, G. (2012). Examining Study Attrition: Implications for Experimental Research on Professional Development. *Teaching and Teacher Education*, 28, 418-427.
43. **Konstantopoulos, S.,** & Sun, M. (2012). Is the persistence of teacher effects in early grades larger for lower-performing students? *American Journal of Education*, 118, 309-339.
44. **Konstantopoulos, S.** (2012). The impact of covariates on statistical power in cluster randomized designs: Which level matters more? *Multivariate Behavioral Research*, 47, 392-420.
45. **Konstantopoulos, S.,** & Li, W. (2012). Are there additional benefits from being in small classes for more than one year? *Educational Research and Evaluation*, 18, 671-685.

In Press

46. **Konstantopoulos, S.** (in press). Teacher effects, value-added models and accountability. *Teachers College Record*.
47. **Konstantopoulos, S.,** Traynor, A. (in press). Class Size Effects on Reading Achievement Using PIRLS Data: Evidence from Greece. *Teachers College Record*.
48. **Konstantopoulos, S.,** & Sun, M. (in press). Are Teacher Effects Larger in Small Classes? *School Effectiveness and School Improvement*.
49. **Konstantopoulos, S.** (in press). Optimal Design in Three-Level Block Randomized Designs with two Levels of Nesting: An ANOVA Framework with Random Effects. *Educational and Psychological Measurement*.
50. **Konstantopoulos, S.** (in press). A Note on Constructing a More Powerful Test in Two-Level Block Randomized Designs. *Journal of Modern Applied Statistical Methods*.
51. Fishman, B. J., **Konstantopoulos, S.,** Kubitskey, B. W., Vath, R., Park, G., Johnson, H., Edelson, D. (in press). Comparing the Impact of Online and Face-to-Face Professional Development in the Context of Curriculum Implementation. *Journal of Teacher Education*.
52. **Konstantopoulos, S.,** Miller, S., & van der Ploeg, A. (in press). The Impact of Indiana's System of Interim Assessments on Mathematics and Reading Achievement. *Educational Evaluation and Policy Analysis*.
53. **Konstantopoulos S.,** & Cordray, D. (in press). Testing moderator relations in experimental studies. In M. W. Lipsey, & D. S. Cordray (Eds), *Field Experimentation*. Sage.
54. **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.
55. **Konstantopoulos, S.** (in press). Meta-analysis. In T. Teo (Ed.), *Handbook of Quantitative Methods for Educational Research*. Sense Publishers.