

Journal Articles

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.
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.
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.
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.
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.
9. Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26, 237-257.
10. 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.
11. 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.
12. 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.
13. Konstantopoulos, S., & Hedges, L. V. (2008). How Large an effect can we expect from school reforms? *Teachers College Record*, 110, 1613-1640.
14. 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.
15. Konstantopoulos, S., & Constant, A. (2008). The gender gap reloaded: Are school characteristics linked to labor market performance? *Social Science Research*, 37, 374-385.
16. 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.
17. 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.
18. 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.
19. Konstantopoulos, S. (2009). Using Power Tables to Compute Power in Multilevel Experimental Designs. *Practical Assessment Research and Evaluation*, 14(10), 1-9.

20. Konstantopoulos, S. (2009). Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs. *Evaluation Review*, 33, 335-357.
21. Konstantopoulos S. (2009). Effects of teachers on minority and disadvantaged students' achievement in the early grades. *Elementary School Journal*, 110 (1), 92-113.
22. 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.
23. Konstantopoulos, S. (2010). Power Analysis in Two-Level Unbalanced Designs. *Journal of Experimental Education*, 78, 291-317.
24. 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.
25. 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.
26. Konstantopoulos S., & Chung V. (2011). Differential teacher effects on minority and disadvantaged students in grade 4. *Journal of Educational Research*, 104, 73-86.
27. Konstantopoulos, S. (2011). How consistent are class size effects? *Evaluation Review*, 35, 71-92.
28. Konstantopoulos S, & Chung, V. (2011). The persistence of teacher effects in elementary grades. *American Educational Research Journal*, 48, 361-386.
29. Konstantopoulos, S. (2011). Fixed effects and variance components estimation in three-level meta-analysis? *Research Synthesis Methods*, 2, 61-76.
30. Konstantopoulos S. (2011). Teacher effects in early grades? Evidence from a randomized experiment. *Teachers College Record*, 113, 1541-1565.
31. Konstantopoulos, S. (2011). Optimal Sampling of Units in Three-Level Cluster Randomized Designs: An ANCOVA Framework. *Educational and Psychological Measurement*, 71, 798-813.
32. Konstantopoulos S. (2011). Constructing a more powerful test in three-level cluster-randomized designs. *Journal of Research on Educational Effectiveness*, 4, 354-369.
33. Konstantopoulos, S., & Sun, M. (in press). Is the persistence of teacher effects in early grades larger for lower-performing students? *American Journal of Education*.
34. Konstantopoulos, S, & Li, W. (in press). Modeling class size effects across the distribution of achievement. *International Journal of Sociology of Education*.
35. Kubitskey, B. W., Vath, R., Fishman, B., Johnson, H., Konstantopoulos, S., & Park, G. (in press). Examining study attrition: Implications for experimental research on professional development. *Teaching and Teacher Education*.
36. Konstantopoulos, S. (in press). The impact of covariates on statistical power in cluster randomized designs: Which level matters more? *Multivariate Behavioral Research*.

Book Chapters

1. 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.
2. 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.
3. Konstantopoulos, S. (2007). Introduction to meta-analysis. In J. Osbourne (Ed.), *Best practices in quantitative methods* (pp. 177-194). Thousand Oaks, CA: Sage.
4. 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.
5. Konstantopoulos S. (2009). Commentary one. In B. Schneider, G. Sykes, D. Plank (Eds), *AERA handbook on education policy research* (pp 209-211).
6. Konstantopoulos S. (2011). 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.
7. Konstantopoulos S., & Cordray, D. (in press). Testing moderator relations in experimental studies. In M. W. Lipsey, & D. S. Cordray (Eds), *Field Experimentation*. Sage.
8. 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.
9. Konstantopoulos, S. (in press). Meta-analysis. In T. Teo (Ed.), *Handbook of Quantitative Methods for Educational Research*. Sense Publishers.

Miscellaneous Publications

1. Konstantopoulos, S. (February 2009). Commentary on “What is the impact of class size on student learning?” *Teachers College Record*.
2. Ceci, S., & Konstantopoulos, S. (January 30, 2009). It’s not all about class size. *Chronicle of Higher Education*