

**SPYROS
KONSTANTOPOULOS
Curriculum Vitae**

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EDUCATION

Ph.D. 2003. The University of Chicago, Education.

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.

EMPLOYMENT

Professor College of Education Michigan State University 7/2014 - present

Adjunct Professor of Statistics and Probability Michigan State University 8/2013 - present

Associate Professor College of Education Michigan State University 8/2009 – 6/2014

Program Director Measurement and Quantitative Methods Program College of Education
Michigan State University 3/2010 - 12/2012

Assistant Professor Lynch School of Education Boston College 9/2008 – 7/2009

Assistant Professor School of Education and Social Policy Northwestern University 9/2003 –
8/2008

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.

Faculty Associate at Institute of Policy Research at Northwestern University, 2004-2008.

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

Research Fellow, Global Labor Organization (GLO), 2017 - Present.

EDITORIAL EXPERIENCE

Co-Editor: Educational Evaluation and Policy Analysis July 2015 – Present

Co-Editor: Journal of Research on Educational Effectiveness January 2013 – June 2015

Associate Editor: Social and Institutional Analysis, American Educational Research Journal, August 2014 – June 2015

Associate Editor: Methods Section, Journal of Research on Educational Effectiveness January 2011 - December 2012

Associate Editor, Research Synthesis Methods January 2010 - December 2012

Editorial Board, Research Synthesis Methods January 2009 - December 2010, January 2013 - Present

Editorial Board Educational Evaluation and Policy Analysis 2012 - 2015

Editorial Board, Educational and Psychological Measurement 2011 - Present

Editorial Board, Sociology of Education 2006 - 2009

SELECTED ARTICLES

- 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.
- Konstantopoulos S.**, Modi, M., & Hedges L.V. (2001). Who are America's gifted? *American Journal of Education*, 109, 344-382.
- Nye, B., **Konstantopoulos, S.**, & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26, 237-257.
- 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.
- 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.** (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.** (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.** (2009). Using Power Tables to Compute Power in Multilevel Experimental Designs. *Practical Assessment Research and Evaluation*, 14(10), 1-9.
- Konstantopoulos, S.** (2009). Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs. *Evaluation Review*, 33, 335-357.
- 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.**, & 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.** (2010). Power Analysis in Two-Level Unbalanced Designs. *Journal of Experimental Education*, 78, 291-317.
- 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.

- Konstantopoulos S., & Chung V.** (2011). Differential teacher effects on minority and disadvantaged students in grade 4. *Journal of Educational Research*, 104, 73-86.
- Konstantopoulos, S.** (2011). How consistent are class size effects? *Evaluation Review*, 35, 71-92.
- Konstantopoulos S., & Chung, V.** (2011). The persistence of teacher effects in elementary grades. *American Educational Research Journal*, 48, 361-386.
- Konstantopoulos, S.** (2011). Fixed effects and variance components estimation in three-level meta-analysis? *Research Synthesis Methods*, 2, 61-76.
- Konstantopoulos, S.** (2011). Optimal Sampling of Units in Three-Level Cluster Randomized Designs: An ANCOVA Framework. *Educational and Psychological Measurement*, 71, 798-813.
- Konstantopoulos S.** (2011). Constructing a more powerful test in three-level cluster -randomized designs. *Journal of Research on Educational Effectiveness*, 4, 354-369.
- 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.
- Konstantopoulos, S.** (2012). The impact of covariates on statistical power in cluster randomized designs: Which level matters more? *Multivariate Behavioral Research*, 47, 392-420.
- 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.
- Konstantopoulos, S.** (2013). Optimal Design in Three-Level Block Randomized Designs with two Levels of Nesting: An ANOVA Framework with Random Effects. *Educational and Psychological Measurement*, 73(5), 784-802.
- Fishman, B. J., **Konstantopoulos, S.**, Kubitskey, B. W., Vath, R., Park, G., Johnson, H., Edelson, D. (2013). Comparing the Impact of Online and Face-to-Face Professional Development in the Context of Curriculum Implementation. *Journal of Teacher Education*, 64(5), 427-439.
- Konstantopoulos, S., Miller, S., & van der Ploeg, A.** (2013). The Impact of Indiana's System of Interim Assessments on Mathematics and Reading Achievement. *Educational Evaluation and Policy Analysis*, 35(4), 481-499.

- Konstantopoulos, S.** (2014). Teacher effects, value-added models and accountability. *Teachers College Record*, 116(1).
- Konstantopoulos, S., & Sun, M.** (2014). Are Teacher Effects Larger in Small Classes? *School Effectiveness and School Improvement*, 25(3), 312-328.
- Konstantopoulos, S., & Shen, T.** (2016). Class Size Effects on Mathematics Achievement in Cyprus: Evidence from TIMSS. *Educational Research and Evaluation*, 22, 86-109.
- Li, W., **Konstantopoulos, S.** (2016). Class Size Effects on Fourth Grade Mathematics Achievement: Evidence from TIMSS 2011. *Journal of Research on Educational Effectiveness*, 9, 503-530.
- Konstantopoulos, S., Miller, S. R., van der Ploeg, A., & Li, W.** (2016). Effects of Interim Assessments on Student Achievement: Evidence from a Large-Scale Experiment. *Journal of Research on Educational Effectiveness*, 9(S1), 188-208.
- Li, W., & **Konstantopoulos, S.** (2017). Power Analysis for Models of Change in Cluster Randomized Designs. *Educational and Psychological Measurement*, 77, 119-142.
- Shen, T., & **Konstantopoulos, S.** (2017). Class Size Effects on Reading Achievement in Europe: Evidence from PIRLS. *Studies in Educational Evaluation*, 53, 98-114.
- Li, W., & **Konstantopoulos, S.** (2017). Does Class Size Reduction Close the Achievement Gap? Evidence from TIMSS 2011. *School Effectiveness and School Improvement*, 28, 292-313.
- Valentine, J., **Konstantopoulos, S., & Goldrick-Rab, S.** (2017). What Happens to Students Placed into Developmental Education?: A Meta-Analysis of Regression Discontinuity Studies. *Review of Educational Research*, 87, 806-833.

SELECTED BOOK CHAPTERS

- 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., & 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.** (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.

Konstantopoulos, S., & Hedges, L.V. (in press). Fixed and random effects models in meta-analysis. In H. Cooper, L. V. Hedges, & J. Valentine (Eds.), *The handbook of research synthesis and meta-analysis* (3rd Ed). New York: Russell Sage.

Valentine, J., & **Konstantopoulos, S.** (2015). Using Systematic Reviews and Meta-Analyses to Inform Public Policy Decisions. Paper Commissioned by the National Academy of Sciences.

FUNDING

Active:

The Development of Ambitious Instruction in Elementary Mathematics. Three-year project funded by the National Science Foundation

(\$1 million)

8/16/15 – 8/15/2018

Role: Co-Pi

The Development of Ambitious Instruction in Elementary English Language Arts. Four-year project funded by the Spencer Foundation

(\$1 million)

8/16/15 – 8/15/2019

Role: Co-Pi

National Board Certification Efficacy Study. Four-year project funded by the Institute of Education Sciences (\$ 3 million).

08/01/2017-7/31/2021

Role: Co-Pi