

SPYROS KONSTANTOPOULOS
Curriculum Vitae

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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.

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

EDITORIAL EXPERIENCE

Editor: Methods Section, Journal of Research on Educational Effectiveness January 2013 – Present
Associate Editor: Social and Institutional Analysis, American Educational Research Journal, August 2014 – December 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

PUBLICATIONS

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. **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.
12. 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.

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., & 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.
27. Ceci, S., & **Konstantopoulos, S.** (January 30, 2009). It's not all about class size. *Chronicle of Higher Education*
28. **Konstantopoulos, S.** (February 2009). Commentary on "What is the impact of class size on student learning?" *Teachers College Record*.
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.**, & Li, W. (2012). Modeling class size effects across the distribution of achievement. *International Journal of Sociology of Education, 1*, 5-26.
41. 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.
42. **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.
43. **Konstantopoulos, S.** (2012). The impact of covariates on statistical power in cluster randomized designs: Which level matters more? *Multivariate Behavioral Research, 47*, 392-420.
44. **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.

45. **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.

2013

46. **Konstantopoulos, S.** (2013). A Note on Constructing a More Powerful Test in Two-Level Block Randomized Designs. *Journal of Modern Applied Statistical Methods*, 12, 34-44.
47. **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.
48. 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.
49. **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.
50. **Konstantopoulos, S.** (2013). Meta-analysis. In T. Teo (Ed.), *Handbook of Quantitative Methods for Educational Research* (pp. 231-246). Sense Publishers.

2014

51. **Konstantopoulos, S.** (2014). Teacher effects, value-added models and accountability. *Teachers College Record*, 116(1).
52. **Konstantopoulos, S.**, Traynor, A. (2014). Class Size Effects on Reading Achievement Using PIRLS Data: Evidence from Greece. *Teachers College Record*, 116(2).
53. Williams, R. T., Swanlund, A., Miller, S., **Konstantopoulos, S.**, Eno, J., van der Ploeg, A., & Meyers, C. (2014). Measuring Instructional Differentiation in a Large Scale Experiment. *Educational and Psychological Measurement*, 74, 263-279.
54. Fishman, B. J., **Konstantopoulos, S.**, Kubitskey, B. W., Vath, R., Park, G., Johnson, H., Edelson, D. (2014). The Future of Professional Development will be Designed, Not Discovered. Response to Moon, Passmore, Reiser & Michaels, "Beyond Comparisons of Online Versus Face-to-Face PD." *Journal of Teacher Education*, 63, 261-264.
55. **Konstantopoulos, S.**, & Sun, M. (2014). Are Teacher Effects Larger in Small Classes? *School Effectiveness and School Improvement*, 25(3), 312-328.

In Press

56. **Konstantopoulos, S.** (in press). Do Teacher Effects Vary by Type of Classroom Size? *IZA World of Labor*.
57. **Konstantopoulos S.,** & Cordray, D. (in press). Testing moderator relations in experimental studies. In M. W. Lipsey, & D. S. Cordray (Eds), *Field Experimentation*. Sage.

Other Publications

1. Hedges, L.V., & **Konstantopoulos, S.** (1997). The synthetic context and comparison group study. Report to the Centers of Disease Control and Prevention, Behavioral Intervention Research Branch.
2. Hedges, L.V., **Konstantopoulos, S.**, & Thoreson, A. C. (2000). *Computer use and its relation to academic achievement in mathematics, reading, and writing (NAEP Validity Studies)*. Palo Alto, CA: American Institutes for Research.
3. Modern Red School House (2001). (with Larry V. Hedges et al.)
4. Nye, B., Hedges, L. V., & **Konstantopoulos, S.** (2002). The Effects of Teacher Development in Science on Student Achievement. Report to NSF.