

**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.

## 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.