

# **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.

### **PROFESSIONAL POSITIONS**

Assistant Professor, School of Education and Social Policy, Northwestern University, September 2003 – Present.

Post Doctoral Fellow, Data Research and Development Center, University of Chicago, June 2003-August 2003.

### **HONORS**

Faculty Associate, Institute for Policy Research (IPR) at Northwestern University, 2004-Present.

Research Fellow, Institute for the Study of Labor (IZA), 2003-Present.

Member of the Society for Research Synthesis Methodology, 2005-Present.

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).

**ARTICLES**

- Konstantopoulos, S. (in press). The mean is not enough: Using quantile regression to examine trends in Asian-White differences across the entire achievement distribution. *Teachers College Record*.
- Konstantopoulos S. (in press). Effects of teachers on minority and disadvantaged students' achievement in the early grades. *Elementary School Journal*.
- Konstantopoulos, S. (in press). The power of the test for treatment effects in three-level block randomized designs. *Journal of Research on Educational Effectiveness*.
- Konstantopoulos, S., & Hedges, L. V. (2008). How Large an effect can we expect from school reforms? *Teachers College Record*, 110, 1613-1640.
- 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., & Constant, A. (2008). The gender gap reloaded: Are school characteristics linked to labor market performance? *Social Science Research*, 37, 374-385.
- 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). 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. (2006). Trends of School Effects on Student Achievement: Evidence from NLS:72, HSB: 82, and NELS:92. *Teachers College Record*, 108, 2550-2581.
- Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26, 237-257.
- 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.
- 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.

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

## BOOK CHAPTERS

- Hedges, L. V, & Konstantopoulos, S. (in press). *Introduction to statistical power*.
- Konstantopoulos, S, & Hedges, L. V. (in press). Fixed effects models in meta-analysis. In H. Cooper, & L. V. Hedges (Eds.), *The handbook of research synthesis* (2<sup>nd</sup> Ed). Russell Sage.
- Konstantopoulos, S. (in press). Class size: Its impact on student learning. In M. Rushefsky (Ed.), *The Encyclopedia of Issues in U.S. Public Policy*. Thompson.
- 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. (2004). Meta-Analysis. In D. Kaplan (Ed.), *Handbook of Quantitative Methodology for the Social Sciences* (pp. 281-297). New York: Sage.

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.