

***Timothy R. Konold, Ph.D.***

*Research, Statistics, and Evaluation (RSE), Coordinator  
School of Education and Human Development  
University of Virginia*

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***Education***

*University of Delaware, Newark, DE. College of Education, Ph.D. in Measurement, Statistics, and Evaluation; Specialization in Applied Assessment, 1995.*

*University of Delaware, Newark, DE. College of Education, M.A. in Measurement, Statistics, and Evaluation; Specialization in Large Scale Test Development, 1993.*

*Shippensburg University, Shippensburg, PA. Department of Psychology, M.S. in Psychology; Specialization in Test Anxiety, 1990.*

*Shippensburg University, Shippensburg, PA. B.S., 1988.*

***Professional Positions***

*Professor (and Program Coordinator; 2010 - present) – Research, Statistics, and Evaluation (2010 –present). Faculty Affiliation with the Center for the Advanced Study of Teaching and Learning (CASTL), the Virginia Education Science Training (VEST) Program, and the Youth Violence Program (YVP). Curry School of Education, University of Virginia, Charlottesville, VA.*

*Senior Psychometric Consultant (2001 – present). Certified Financial Analyst (CFA) Program, formerly Association for Investment Management Research (AIMR), Charlottesville, VA. An international testing program.*

*Interim Department Chair (1/2020-1/2021) – Education Leadership, Foundations and Policy, Curry School of Education, University of Virginia, Charlottesville, VA.*

*Associate Professor (and Program Coordinator) – Research, Statistics, and Evaluation (2001 – 2010). Curry School of Education, University of Virginia, Charlottesville, VA.*

*Assistant Professor – Research, Statistics, and Evaluation (1996 – 2001). Curry School of Education, University of Virginia, Charlottesville, VA.*

*Assistant Professor – Research Methodology (and Statistical Consultant to the College of Medicine, and Departments of Psychology and Education). (1995-1996).*

*Department of Research Methodology, Saint Louis University, Saint Louis, MO.*

*Instructor of Measurement Theory (1991-1995). Department of Educational Studies, University of Delaware, Newark, DE.*

*Research Assistant (1991-1995). Delaware Research and Development Center, University of Delaware, Newark, DE. Formerly (1993), the Center for Educational Leadership and Evaluation.*

*Statistical Consultant (1994-1995). Alfred I DuPont Institute of the Nemours*

Foundation: A Children's Hospital, Wilmington, DE.  
*Research Assistant* (1998-1990). Institutional Research, Shippensburg University.

### ***Honors and Awards***

SEHD Lasting Legacy Honoree, 2022, Education Council, University of Virginia  
 Distinguished Reviewer Award, 2021, Buros Center for Testing  
 Excellence in Scholarship Award, 2019, Curry School, University of Virginia  
 Excellence in Service Award, 2019, Curry School, University of Virginia  
 Outstanding Professor of the Year 2009, Curry School, University of Virginia  
 2004 Outstanding Alumni in Education, University of Delaware  
 Phi Delta Kappa (PDK) Officer of Research  
 Fellowship Recipient (University of Delaware)  
 Victor C. Tollota Scholarship Recipient  
 Psi Chi (National Honor Society in Psychology)

### ***Funded Research***

Impact and Outcomes of Student Threat Assessment. (2022). U.S. Department of Education, National Institute of Justice (1/1/2023 – 1/1/2026; \$999,177). Cornell, D. (PI), Maeng, J. (co-I), Konold, T. (co-I and lead methodologist, 15% FTE).  
 Statewide Implementation of School Threat Assessment in Florida. U.S. Department of Education, National Institute of Justice (2021-2023ext2024). Cornell, D. (PI), Maeng, J. (co-I), Konold, T. (co-I and lead methodologist, 15% FTE).  
 Advancing Rural Computer Science (ARCS). U.S. Department of Education (\$818,363; 2019-2024). Maeng, J.L. (PI) & Konold, T.R. (co-PI, 9% FTE). External Evaluators of subaward from Old Dominion University. US Department of Education: Education Innovation and Research. (Chappell Moots, S., PI).  
 Making Engineering Real (ME-REAL). National Science Foundation (\$1.2M, #1850296). Gonczi, A. (PI), Maeng, J. (co-PI), Handler R.M. (co-PI), Konold T.R. (Methodologist, 5% FTE), and Hood, A. (2019-2023).to 8/23?  
 Training Faculty Member. *University of Virginia Interdisciplinary Post-Doctoral Training Program in Education Sciences* (\$681,095). U.S. Department of Education, Institute for Education Sciences. (2018-2021). Co-PIs: Pianta, R. C., Rimm-Kaufman, S. E, & Wyckoff, J.  
 Improvement of School Climate Assessment in Virginia Secondary Schools. U.S. Department of Justice, National Institute of Justice (NIJ: \$1M over three years, 15% FTE). 1/2018 to 12/2020. Cornell, D. (PI), Konold (co-PI and lead methodologist).  
 School climate partnership. UVA-VDOE. (2016-5/2020). U.S. Department of Education, Institute for Education Sciences. (\$400,000). Miller, L. (PI), Cornell, D. & Konold, T (co-PIs, 5% FTE).  
 Disproportionate representation of culturally and linguistically diverse (CLD) students in disciplinary action (2015-2018). U.S. Department of Education, Institute for Education Sciences. Bradshaw (PI)...Konold (co-PI; 10% FTE across four years).  
 Threat assessment as a safe and supportive prevention strategy (2015-12/19). U.S.

- Department of Justice. Cornell, D., Konold, T.R (Co-PI), et al. (\$2,500,000 over four years, 30% FTE). National Institute of Justice (NIJ).
- Development of a standard model for school safety (2012-2016). Cornell, D, Konold, T.R., Huang, F., & Lovegrove, P. Office of Juvenile Justice and Delinquency Prevention (OJJDP: \$500,000 over four years, 12% FTE).
- Training Faculty Member. *University of Virginia Interdisciplinary Pre-Doctoral Training Program in Education Sciences* (\$681,095). U.S. Department of Education, Institute for Education Sciences. (2013-2017). Co-PIs: Pianta, R. C., Rimm-Kaufman, S. E., & Wyckoff, J.
- Konold, T.R. (PI: 2012-2015); Bell, R.L., & Konold, T.R. (co-PI's: 2010-2012). *Project VISTA Research Plan*, Investing in Innovation Fund PR# U396B100039, U.S. Department of Education. (\$3,862,134). Subcontract of Sterling, D.R., Bell, R.L., Frazier, W.M., Matkins, J.J., McDonnough, J.T. (2010-2012). *Virginia Initiative for Science Teaching and Achievement*. Investing in Innovation Fund PR# U396B100039, U.S. Department of Education. (\$28,500,000).
- Konold, T.R. (PI: 2012-2015); Bell, R.L., & Konold, T.R. (co-PI's: 2010-2012). *The Impact of Subject-Specific Computer Simulations in Science Instruction and Learning*. Explorer Learning (\$1,360,320). Subcontract of Sterling, D.R., Bell, R.L., Frazier, W.M., Matkins, J.J., McDonnough, J.T. (2010-2015). *Virginia Initiative for Science Teaching and Achievement*. Investing in Innovation Fund PR# U396B100039, U.S. Department of Education. (\$28,500,000).
- Evaluator/Advisory Board. Investigating the Impact of Literacy Instruction and Literacy Skills on Writing Achievement in First Grade. (September 2010). U.S. Department of Education, Institute for Education Sciences. Co-PIs: MacArthur, C., & Coker, D.
- Project Parallax. (May 2008). U.S. Department of Education, Institute for Education Sciences. Total amount \$2.3 million over five years. PIs: Brighton, C.M., & Moon, T.R. Statistical consultant: Konold, T.R. (10% FTE).
- Improving algebra teaching and learning in Kentucky gear up schools (2007-2008). Evaluator. Grant funded by the Kentucky Department of Education. PI: Dr. Maggie McGatha; Co-PIs: Bill Bush, Mary Rising, Dr. Michael Mays, Becky Crump, and Sandy Bartle.
- Measurement and statistical consultant, NICHD Study of Early Child Care – Phase 3, Robert Pianta (PI) (2000 – 2005). Research pertaining to school readiness, at-risk groups, and context effects; work with RTI International linking school and finance U.S. Census data, and general statistical and research consultant for the local NICHD research team. Grant funded by the National Institute of Health (FTE = .25).
- Director/Principal Investigator for the Center for the Improvement of Early Reading Achievement (CIERA) project 1.1.B: Building an integrated model of early reading acquisition, \$85,000 over three years.
- Measurement and methodology specialist on Evaluating Teachers Using a Case-based Approach. (2003). Grant funded by the Small Business Innovation Research program (USDE), the Center for Innovative Technology (State of Virginia), and the University of Virginia. \$105,000 (Professor McNergney, PI)
- Statistical consultant, Teacher's for a New Era (2005-2006). Funded by Carnegie

Corporation of New York, Ford Foundation, and Annenberg Foundation (FTE = .25).

Konold, T.R. (1996). Aptitude-achievement contrasts among college students: Overcoming limitations of traditional methods. Saint Louis University.

†Denotes student (at time of work) co-author

### *Scholarship*

#### *Refereed and Reviewed Articles (103)*

Konold, T.R. & Sanders, E.A. (in press). On the behavior of fit indices for adjudicating between exploratory structural equation modeling and confirmatory factor analysis. *Measurement: Interdisciplinary Research and Perspectives*.

Konold, T.R. & Sanders, E.A. (2023). The SEM reliability paradox in a Bayesian framework. *Structural Equation Modeling: A Multidisciplinary Journal*. DOI: [10.1080/10705511.2023.2220915](https://doi.org/10.1080/10705511.2023.2220915)

Konold, T.R. & Sanders, E.A. (2023). Supplemental materials to “The SEM reliability paradox in a Bayesian framework” [Data analysis examples, parameter values, code files, Monte Carlo error and power results, R codes]. Fig Share. DOI: [10.1080/10705511.2023.2220915](https://doi.org/10.1080/10705511.2023.2220915)

Sanders, E.A. & Konold, T.R. (2023). X Matters Too: The Biasing Effects of Ignoring Predictor Dependencies in the Analysis of Clustered Data. *Methodology*. 9(1), 1–23. **Lead Article.** <https://doi.org/10.5964/meth.9925>

Sanders, E. A., & Konold, T. R. (2023). *Supplementary materials to "X matters too: How the blended slope problem manifests differently in unilevel vs. multilevel models"* [Data analysis examples, parameter values, code files, Monte Carlo error and power results, R codes]. PsychOpen GOLD. <https://doi.org/10.23668/psycharchives.12593>

†Edwards, K.D. & Konold, T.R. (2023). Performance of Model Fit Indices in Bayesian Confirmatory Factor Analysis. *Structural Equation Modeling: A Multidisciplinary Journal*, 30, 272-283. <https://doi.org/10.1080/10705511.2022.2126359>

†Afolabi, K. & Konold, T.R., Maeng, J. (2023). Construct and structural equivalence of the English and Spanish versions of the Authoritative School Climate Survey. *Journal of Psychoeducational Assessment*, 41, 49-62. <https://doi.org/10.1177/07342829221125087>

†Pfister, T.A., Rimm-Kaufman, S.R., Merritt, E.G., & Konold, T.R. (2022). Empowering community-changers: Developing civic efficacy in elementary classrooms. *Applied Developmental Science*. <https://doi.org/DOI:10.1080/10888691.2022.2134132>

Konold, T.R. & Sanders, E.A. (2022). Reimagining MTMM Designs for Examining Intersectionality in Latent Variables. *Practical Assessment, Research, and Evaluation*, 27, Article 16. <https://doi.org/10.7275/3sh1-wb29>

- †Edwards, K.D., & Konold, T.R. (2022) Bayesian Multilevel Mediation: Evaluation of Inaccurate Priors in Latent 1-1-1 Designs. *Structural Equation Modeling: A Multidisciplinary Journal*, 29, 687-702, <https://doi.org/10.1080/10705511.2022.2046475>
- †Kush, J., Konold, T.R., Bradshaw, C.P. (2022). Statistical Power for Randomized Controlled Trials with Clusters of Varying Size. *Journal of Experimental Education*, 90, 673-692. <https://doi.org/10.1080/00220973.2021.1873089>
- †Kush, J., Konold, T.R., Bradshaw, C.P. (2021). The Sampling Ratio in Multilevel Structural Equation Models: Considerations to Inform Study Design. *Educational and Psychological Measurement*. <https://doi.org/10.1177/00131644211020112>
- Konold, T.R., †Edward, K., Cornell, D. (2021). Longitudinal Measurement Invariance of the Authoritative School Climate Survey. *Journal of Psychoeducational Assessment*, 39(6), 651-664. <https://doi.org/10.1177/07342829211011332>
- †Crowley, B.Z., Cornell, D., Konold, T.R. (2021, online first). School Climate Moderates the Association between Sexual Harassment and Student Well-Being. School Mental Health. doi:10.1007/s12310-021-09449-3
- †Jia, Y. & Konold, T.R. (2021). Moving to the Next Level: Doubly Latent Multilevel Mediation Models with a School Climate Illustration. *The Journal of Experimental Education*, 89(2), 442-440. <https://doi.org/10.1080/00220973.2019.1675136>
- †Edwards, K., & Konold, T.R. (2020). Moderated Mediation Analysis: A Review and Application to School Climate Research. *Practical Assessment, Research, and Evaluation*, 25, Article 5. <https://scholarworks.umass.edu/pare/vol25/iss1/5>
- †Stohlman, S. Konold, T.R., & Cornell, D. (2020). Evaluation of threat assessment training for school personnel. *Journal of Threat Assessment and Management*, 7, 29-40. <http://dx.doi.org/10.1037/tam0000142>
- Crowley, B.Z., Cornell, D., & Konold, T.R. (2020). Associations of bullying and sexual harassment with student well-being indicators. *Psychology of Violence*.
- Konold, T.R., & Sanders, E.A. (2020). The nature of rater effects and differences in multilevel MTMM latent variable models. *Measurement: Interdisciplinary Research and Perspectives*, 18(4), 177-195. **Lead Article**. <https://doi.org/10.1080/15366367.2020.1746897>.
- †Datta, P., Cornell, D., & Konold, T. (2020). Association of Teen Dating Aggression with Risk Behavior and Academic Adjustment. *Journal of Interpersonal Violence*. DOI: 10.1177/0886260520951305.
- †Burnette, A.G., Konold, T.R., & Cornell, D. (2020). Grade-Level Distinctions in Student Threats of Violence. *Journal of School Violence*, 19, 323-335. <https://doi.org/10.1080/15388220.2019.1694031>
- †Crowley, B. Z., Datta, P., Stohlman, S., Cornell, D., & Konold, T. (2019). Authoritative School Climate and Sexual Harassment: A Cross-Sectional Multilevel Analysis of Student Self-Reports. *School Psychology Quarterly*, 34, 469-478. **Lead Article**. <http://dx.doi.org/10.1037/spq0000303>
- Konold, T.R., Cornell, D. †Jia, Y. & †Malone, M. (2018). School climate, student

- engagement, and academic achievement: A latent variable, multilevel multi-informant examination. *AERA Open*, 4, 1-17. DOI: 10.1177/2332858418815661
- Konold, T.R. (2018). A multilevel MTMM approach to estimating the influences of contextual factors on trait and informant-based method effects in assessments of school climate. *Journal of Psychoeducational Assessment*, 36, 464-476. DOI: 10.1177/0734282916683286
- Cornell, D., Maeng, J., Huang, F., †Shukla, K., & Konold T. (2018). Racial/Ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review*, 47, 183-195. <https://doi:10.17105/SPR-2017-0030.V47-2>.
- †Shukla, K., & Konold, T.R. (2018). A two-step latent profile method for identifying invalid respondents in self-reported survey data. *Journal of Experimental Education*, 86, 473-488. <http://dx.doi.org/10.1080/00220973.2017.1315713>.
- Cornell, D., Maeng, J.L., Burnette, A.G., Jia, Y., Huang, F., Konold, T.R., Datta, P., Malone, M., & Meyer, P. (2018). Student assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*, 33, 213-222. <http://dx.doi.org/10.1037/spq0000220>
- †Heilbrun, A., Cornell, D., & Konold, T.R. (2018). Authoritative School Climate and Suspension Rates in Middle Schools: Implications for Reducing the Disparity in School Discipline. *Journal of School Violence*, 17, 324-338. <http://dx.doi.org/10.1080/15388220.2017.1368395>
- †Lacey, A., Cornell, D., & Konold, T.R. (2017). The relations between teasing and bullying and middle school standardized exam performance. *Journal of Early Adolescence*.
- Ryoo, J.H., Konold, T.R., Long, J.D., Molfese, V.J., & Zhou, X. (2017). Nonlinear growth mixture models with fractional polynomials: An illustration with early childhood mathematics ability. *Structural Equation Modeling: A Multidisciplinary Journal*, 24(6), 897-910, DOI: 10.1080/10705511.2017.1335206
- Barhight, L. R., Hubbard, J. A., Swift, L. E., & Konold, T. R. (2017). A multimethod-multitrait approach to assessing childhood aggression and related constructs. *Merrill-Palmer Quarterly*, 63(3), 367-395.
- Konold, T.R., & †Shukla, K. (2017). Estimating school climate traits across multiple informants: An illustration of a multitrait–multimethod validation through latent variable modeling, *Educational Assessment*, 22(1), 54-69, DOI: 10.1080/10627197.2016.1271705
- Konold, T.R., Cornell, D., † Shukla, K., & Huang, F. (2017). Racial/Ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. *Journal of Youth and Adolescents*, 46(6) 1289-1303. DOI 10.1007/s10964-016-0576-1
- †Jia, Y., Konold, T.R., Cornell, D., & Huang, F. (2016). The impact of validity screening on associations between self-reports of bullying victimization and student outcomes. *Educational and Psychological Measurement*, 78, 80-102. DOI: 10.1177/0013164416671767
- †Shukla, K., Konold, T.R., & Cornell, D. (2016). Profiles of student perceptions of

- school climate and their relations with risk behaviors and academic outcomes. *American Journal of Community Psychology*, 57, 291-307. DOI 10.1002/ajcp.12044
- Cornell, D., †Shukla, K., and Konold, T.R. (2016). Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. *AERA Open*, 2, 1-18. DOI: 10.1177/2332858416633184. Article ranked 16<sup>th</sup> most read AERA educational research article and 10<sup>th</sup> ranked most read AERA Open article in 2016.
- †Jia, Y., Konold, T.R., & Cornell, D. (2016). Authoritative school climate and high school dropout rates. *School Psychology Quarterly*, 31, 289-303. <http://dx.doi.org/10.1037/spq0000139>
- Konold, T.R., & Cornell, D. (2015). Measurement and structural relations of an authoritative school climate model: A multi-level latent variable investigation. *Journal of School Psychology*, 53, 447-461. <http://dx.doi.org/10.1016/j.jsp.2015.09.001>
- Konold, T.R., & Cornell, D. (2015). Multilevel multitrait - multimethod model of structurally different and interchangeable raters of school climate. *Psychological Assessment*, 27, 1097-1109. <http://dx.doi.org/10.1037/pas0000098>.
- Mackey, P. & Konold, T.R. (2015). What is the optimal number of distractors in exam items? *Institute for Credentialing Excellence*, 2-11.
- Huang, F., Cornell, D., Konold, T.R., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., †Shukla, K. (2015). Multilevel factor structure and concurrent validity of the teacher version of the authoritative school climate survey. *Journal of School Health*, 85, 843-851.
- Cornell, D., †Shukla, K., & Konold, T.R. (2015). Peer victimization and authoritative school climate: A multilevel multivariate approach. *Journal of Educational Psychology*. advance online publication doi:10.1037/edu0000038.
- Konold, T.R., Cornell, D., Huang, F., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., †Shukla, K. (2014). Multi-level Multi-informant Structure of the Authoritative School Climate Survey. *School Psychology Quarterly*, 29, 238-255.
- Konold, T.R., & †Shukla, K.D. (2014). Informant Effects on Behavioral and Academic Associations: A Latent Variable Longitudinal Examination. *Psychology in the Schools*, 51, 554-566.
- Huang, F., Cornell, D., & Konold, T.R. (2014). Aggressive attitudes in middle schools: A factor structure and criterion-related validity study. *Assessment*, 22, 497-512.
- Cornell, D., †Shukla, K., Konold, T.R., & Huang, F. (2014). Authoritative school climate and peer victimization. Centers for Disease Control. International Society for Research on Aggression.
- Huang, F.L. & Konold, T. R. (2014). A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multi-group comparisons between Spanish-speaking English language learners (ELLs) and non-ELL students. *Language and Testing*, 31, 205-221. doi:10.1177/0265532213496773.
- Cabell, S. Q., Justice, L. M., Logan, J. A. R., & Konold, T. R. (2013). Emergent literacy

- profiles among prekindergarten children from low-SES backgrounds: Longitudinal considerations. *Early Childhood Research Quarterly*, 28, 608-620.
- †Ottmar, E.R., Konold, T.R., Berry, R.Q., Grissmer, D., & Cameron, C. (2013). Increasing equity and achievement in fifth grade mathematics: The contribution of content exposure. *School Science and Mathematics*, 113, 345-355. DOI: 10.1111/ssm.12035
- Cassidy, M.A., Lawrence, E.C., Vierbuchen, C.G., & Konold, T.R. (2013). Family Inventory of Resources and Stressors: Further examination of the psychometric properties. *Marriage and Family Review*, 49, 191-211.
- Ford, K.L., Cabell, S.Q., Konold, T.R., Invernizzi, M., & Burrow, L.A., (2013). Diversity among Spanish-speaking English language learners: Profiles of early literacy skills in kindergarten. *Reading and Writing: an Interdisciplinary Journal*, 26, 889-912.  
<http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s11145-012-9397-0>
- Ottmar, E.R., Konold, T.R., Berry, R.Q., Grissmer, D.W., & Ponitz, C.C. (2013). Evaluating the structure of the Mathematics Teacher Questionnaire A measure of exposure to mathematics instructional practices and content. *Learning Environments Research*. DOI 10.1007/s10984-013-9147-5.
- Klein, J., Cornell, D., & Konold, T.R. (2012). Relationships between school climate and student risk behaviors. *School Psychology Quarterly*, 27, 154-169.
- MacArthur, C., Konold, T.R., Glutting, J.J., & Alamprese, J. (2012). Subgroups of adult basic education learners with different profiles of reading skills. *Reading and Writing*, 25, 587-609.
- Cornell, D., †Klein, J., Konold, T.R., Huang, F. (2012). Effects of validity screening on adolescent survey data. *Psychological Assessment*, 24, 21-35.
- Duke, D.L., Konold, T.R. & †Salmonowicz, M.J. (2011). Teachers' perceptions of what needs to be changed in low-performing schools. *Journal of Research and Information*, 29, 1-15.
- †Sun, S., Konold, T. R., & Fan, X. (2011). Effects of latent variable nonnormality and model misspecification on testing SEM interactions. *Journal of Experimental Education*, 79, 231-256.
- Cabell, S.Q., Justice, L.M., Konold, T.R., & McGinty, A.S. (2011). Profiles of emergent literacy skills among preschool children at risk for academic difficulties. *Early Childhood Research Quarterly*, 26, 1-14.
- MacArthur, C., Konold, T.R., Glutting, J.J., & Alamprese, J.A. (2010). Reading component skills of learners in adult basic education. *Journal of Learning Disabilities*, 43, 108-121.
- Hart, J.M., Ko, J.K., Konold, T.R., & Pietrosimione, B.G. (2010). Sagittal plane kinetics following anterior cruciate ligament injury: A systematic review. *Clinical Biomechanics*, 25, 277-283.
- Pullen, P., Tuckwiller, E., Konold, T.R., Maynard, K.L., & Coyne, M.D. (2010). A tiered intervention model for early vocabulary instruction: The effects of tiered instruction for young students at risk for reading disability. *Learning Disabilities Research and Practice*, 25, 110-123.
- Konold, T.R. & Canivez, G.L. (2010). Differential relationships among WISC-IV and



- WIAT-II scales: An evaluation of potentially moderating child demographics. *Journal of Educational and Psychological Measurement*, 70(4), 613-627.
- Konold, T.R., †Jamison, K.R., Stanton-Chapman, T.L., & Sara E. Rimm-Kaufman (2010). Relationships among informant based measures of social skills on student achievement: A longitudinal examination of differential effects by sex. *Applied Developmental Science*, 14, 18-34.
- †Townsend, M. & Konold, T.R. (2010). Measuring early literacy skills: A latent variable investigation of the Phonological Awareness Literacy Screening for Preschool. *Journal of Psychoeducational Assessment*, 28, 115-128.
- Canivez, G.L., Konold, T.R., Collins, J.M., & Wilson, G. (2009). Construct validity of the Wechsler Abbreviated Scale of Intelligence and Wide Range Intelligence Test: Convergent and structural validity. *School Psychology Quarterly*, 24, 252-265.
- †Bandyopadhyay, S., Cornell, D.G., & Konold, T.R. (2009). Internal and external validity of three school climate scales on the School Climate Bullying Survey. *School Psychology Review*, 38, 338-355. [Featured Article].
- Lane, H.B., Pullen, P. C., Hudson, R. F., & Konold, T. (2009). Identifying Essential Instructional Components of Literacy Tutoring for Struggling Beginning Readers. *Literacy Research and Instruction*, 48, 277-297.
- Grimm, K.J., Pianta, R.C., & Konold, T.R. (2009). Longitudinal multitrait-multimethod models for developmental research. *Multivariate Behavioral Research*, 44, 233-258.
- Curby, T.W., LoCasale-Crouch, J., Konold, T.R., Pianta, R.C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2009). The relations of observed Pre-K classroom quality profiles to children's achievement and social competence. *Early Education and Development*, 20 (2) 346-372.
- †Atkinson, T., Konold, T.R., & Glutting, J.J. (2008). Patterns of Memory: A Normative Taxonomy of the Wide Range Assessment of Memory and Learning Second Edition. *Journal of the International Neuropsychological Society*, 14, 869-877.
- Konold, T.R., †Jablonski, B., Nottingham, A., Kessler, L., Byrd, S., Imig, S., Berry, R., & McNergney, R. (2008). Adding value to K-12 schooling: Investigating teacher education, teaching, and pupil learning. *Journal of Teacher Education*, 59, 300-312.
- Konold, T.R., & Glutting, J.J. (2008). ADHD and Method Variance: A Latent Variable Approach Applied to a Nationally Representative Sample of College Freshman. *Journal of Learning Disabilities*, 41(5), 405-416.
- Curby, T.W., Rudasill, K.M., Rimm-Kaufman, & Konold, T.R. (2008). The role of social competence in predicting gifted enrollment. *Psychology in the Schools*, 45(8), 729-744.
- Rudasill, K.M., & Konold, T.R. (2008). Contributions of children's temperament to teachers' judgments of social competence from kindergarten through second grade. *Early Education and Development*, 19(4), 643-666.
- Konold, T.R., & Pianta, R.C. (2007). The influence of informants' on ratings of children's behavioral functioning: A latent variable approach. *Journal of Psychoeducational Assessment*, 25(3), 222-236.
- Henry, G.T., Mashburn, A., & Konold, T.R. (2007). Developing and evaluating a

- measure of young children's attitudes toward school and learning. *Journal of Psychoeducational Assessment*, 25(3), 271-284.
- Kauffman, J.M., & Konold, T.R. (2007). Making sense in education: Pretense (including NCLB) and realities in rhetoric about schools and schooling. *Exceptionality*, 15(2), 75-96.
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## ***Assessments***

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- Abidin, R.R., Green, R., & Konold, T.R. (2004). *Index of Teaching Stress*. Odessa, FL: Psychological Assessment Resources.
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### ***Book Chapters***

- Fan, X., & Konold, T.R. (2018). Canonical correlation analysis. In G.R. Hancock, L.M. Stapleton, & R.O. Mueller (Eds.), *The Reviewer's Guide to Quantitative Methods in the Social Sciences* (pp. 29-41) (2<sup>nd</sup> Edition). New York: Routledge.
- Konold, T.R., & †Townsend, M. (2013). Multi-group latent growth curve modeling: The influence of school readiness profiles on student achievement growth. In J. Kush (Ed.), *Intelligence Quotient: Testing, Role of Genetics and the Environment and Social Outcomes*. Nova Science Publisher.
- Konold, T.R., & Fan, X. (2010). Hypothesis testing and confidence intervals. In P. Peterson, E. Baker, & McGaw (Eds.), *International encyclopedia of education* (pp. 216-222) (3<sup>rd</sup> ed.), Vol 7. Oxford: Elsevier.
- Fan, X., & Konold, T.R. (2010). Statistical significance vs. effect size. In P. Peterson, E. Baker, & McGaw (Eds.), *International encyclopedia of education* (pp. 444-450) (3<sup>rd</sup> ed.), Vol 7. Oxford: Elsevier.
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- Glutting, J.J., McDermott, P.A., & Konold, T.R. (1996). Ontology, structure, and diagnostic benefits of a normative subtests taxonomy from the WISC-III standardization sample. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison (Eds.), *Beyond Traditional Intellectual Assessment: Contemporary and Emerging Theories, Tests, and Issues*. New York: Guilford Press.

### ***Book and Test Reviews***

- Konold, T.R. (2021). A review of the Kaufman Assessment Battery for Children, Second Edition Normative Update. In Carlson, Geisinger, and Jonson (Eds.), *Mental Measurement Yearbook* (21st ed.), [18] 78-80. University of Nebraska: Buros Institute.
- Konold, T.R. (2017). A review of the Behavior Assessment System for Children, Third Edition. In Spies, Carlson, and Geisinger (Eds.), *Mental Measurement Yearbook* (20<sup>th</sup> ed.), [18] 78-80. University of Nebraska: Buros Institute.
- Konold, T.R. (2017). A review of the Evaluation of Auditory Responses to Speech Battery. In Spies, Carlson, and Geisinger (Eds.), *Mental Measurement Yearbook* (20<sup>th</sup> ed.) [79] 314-317. University of Nebraska: Buros Institute.
- Konold, T.R. (2013). *Multivariate Statistics by Design* by Davey, A., & Glutting, J. Routledge/Taylor & Francis.
- Konold, T.R., & †Shukla, K.D. (2014). A review of the Gesell Developmental Observation – Revised. In Spies, Carlson, and Geisinger (Eds.), *Mental Measurement Yearbook*. (19<sup>th</sup> ed.) [75] 319-321. University of Nebraska: Buros Institute.
- Konold, T.R., & Lawrence, C. (2010). A review of the Diagnostic Assessments of Reading with Trial Teaching Strategies-Second Edition. In Spies, Carlson, and Geisinger (Eds.), *Mental Measurement Yearbook* (18<sup>th</sup> ed.), [42] 182-185. University of Nebraska: Buros Institute.
- Konold, T.R., & †Blanchard, R. (2010). A review of the Test of Auditory Processing Skills-Third Edition. In Spies, Carlson, and Geisinger (Eds.), *Mental Measurement Yearbook* (18<sup>th</sup> ed.), [137] 619-622. University of Nebraska: Buros Institute.
- Konold, T.R. (2007). *An Introduction to Applied Multivariate Analysis* by Raykov, T., & Marcoulides, G. Lawrence Erlbaum.
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- Konold, T.R. (2007). *Youth Risk and Resilience Inventory*. Buros Institute of Mental Measurement (17).
- Konold, T.R. (2005). *Statistical Concepts: A Second Course* – proposed second edition. Lawrence Erlbaum
- Konold, T.R. (2002). The Truth about Testing: An Educator's Call to Action. Association for Supervision and Curriculum Development. *American School Board Journal*, 189(10).
- Konold, T.R. (2001). *Adolescent Psychopathology Scale*. Buros Institute of Mental Measurement (9)
- Konold, T.R. (2001). *Kindergarten Language Screening Test-Second Edition*. Buros Institute of Mental Measurement (196).
- Konold, T.R. (2000). *Psychometric Methods: Development and Applications of Modern Mental Measures*. Prentice Hall.

### ***Technical Contributions to Psychological Assessments***

- Glutting, J.J., Adams, W., Sheslow, D. (2000). *Wide Range Intelligence Test*.

Wilmington, DE: Wide Range, Inc. Conducted confirmatory factor analyses and multi-group model comparisons (presented in the manual).  
 Glutting, J.J., & Oakland, T. (1993). *Guide to the Assessment of Test Session Behavior for the WISC-III and WIAT*. San Antonio: The Psychological Corporation.  
 Conducted reliability, validity, and normative analyses (presented in the manual).

### ***Dissertation***

Konold, T.R. (1995). Multivariate aptitude-achievement discrepancies on the Woodcock-Johnson Psycho-Educational Battery-Revised: Their development and diagnostic application. *Dissertation Abstracts International*. Committee: Joseph Glutting, David Kaplan, Richard Woodcock, & Paul McDermott.

### ***Conferences and Presentations***

Payne, C., Cornell, D., Konold, T., Christopher, S. (2024). Anonymous reporting systems and student threat reporting. American Psychology Law Society Conference, Los Angeles, CA.

†Afolabi, K.T., Konold, T.R. & Sanders, E.A. (2024). On the use of ESEM for evaluating measurement Invariance. American Education Research Association, Division D, Section 1: Educational Measurement, Psychometrics, & Assessment.

Konold, T.K., & Sanders, E.A. (2024). On the notion of “trivial” misspecification in measurement models: UFA vs. CFA. American Education Research Association, Structural Equation Modeling SIG. Philadelphia, PA.

Konold, T.K. & Sanders, E.A. (June, 2023). ESEM, CFA, and somewhere in-between: The effect of measurement quality on model fit sensitivity. Modern Modeling Methods Conference. University of Connecticut in Storrs, CT.

Konold, T.K., & Sanders, E.A. (April, 2023). The SEM Reliability Paradox in a Bayesian Spotlight. American Education Research Association, Structural Equation Modeling SIG. Chicago, IL.

†Afolabi, K.T., Konold, T.R. & Maeng, J. (April, 2023). Psychometric equivalence for measures of school climate across English and Spanish translations. American Education Research Association, Division D, Section 1: Educational Measurement, Psychometrics, & Assessment.

†Edwards, K., & Konold, T.R. (April, 2022). Performance of Model Fit Indices in Bayesian Confirmatory Factor Analysis. American Education Research Association, Division D Section 2: Quantitative Methods and Statistical Theory. San Diego, CA.

Sanders, E.A. & Konold, T.R. (April, 2022). X matters too: A Case for the Ubiquity of Multilevel Models. American Education Research Association, Multilevel Modeling SIG. San Diego, CA.

Ruffa, B., Cornell, D., & Konold, T.R. (April, 2022). High School Victimization and Student Risk Experiences of Gender Minority Youth. American Psychological Association. Minneapolis, MN.

†Kush, J., Konold, T.R., & Bradshaw, C. (April, 2021). *The Role of Sampling*

- Ratio in Multilevel Structural Equation Models*. American Education Research Association, Structural Equation Modeling SIG. Orlando, FL.
- Konold, T.R., & Sanders E.A. (April, 2021). *Measuring School-Level Traits using Multiple Individual-Level Informants*. National Council on Measurement in Education (NCME), Baltimore, MD.
- Konold, T.R. (April, 2021). Methods for multilevel, categorical, and multidimensional data. Chair/Discussant. American Education Research Association, Structural Equation Modeling SIG. AERA online.
- †Edwards, K., & Konold, T.R. (April, 2021). *A Bayesian Approach to Multilevel Mediation Models with Latent Variables*. American Education Research Association, Structural Equation Modeling SIG. Orlando, FL.
- Crowley, B.Z., Cornell, D., & Konold, T. (August, 2020). *School climate moderates the association between sexual harassment and student well-being*. APA Annual Convention. Virtual.
- Ruffa, B., Konold, T.R., & Cornell, D. (August, 2020). Intersectional Vulnerability to Adolescent Peer Victimization. American Psychological Association, Washington, DC.
- †Crichlow-Ball, B., Konold, T.R., & Cornell, D. (August, 2020). Is authoritative school climate associated with greater willingness to report threats of violence?. American Psychological Association, Washington, DC.
- †Kush, J., & Konold, T.R. (June, 2020). Statistical Power for Randomized Trials with Clusters of Varying Size. Modern Modeling Methods Conference. Neag School of Education, University of Connecticut.
- Sanders, E.A., & Konold, T.R. (June, 2020). Detecting Misspecification in Multilevel Structural Regression Models. Modern Modeling Methods Conference. Neag School of Education, University of Connecticut.
- Konold, T.R., & Sanders, E.A. (June, 2020). Estimating Organizational Traits with Multiple Level 1 Informants: A Latent Variable Approach for Estimating Rater Differences in Multilevel Contexts. Modern Modeling Methods Conference. Neag School of Education, University of Connecticut.
- Maeng, J., Cornell, D., Konold, T.R. (May, 2020). Statewide Implementation of TA in VA schools: Trends and Challenges. Society for Prevention Research; Research, Policy, and Practice. Washington, DC.
- Konold, T.R., & Sanders, E.A. (April, 2020). A Multilevel Latent Variable Approach to Estimating Rater Effects: An Illustration with School Climate Data. American Education Research Association, Division D, Section 2: Quantitative Methods and Statistical Theory. San Francisco, CA.
- †Yuane, J., & Konold, T.R. (April, 2020). Moving to the Next Level with Doubly Latent Multilevel Mediation Models in School Climate Research. American Education Research Association, Division D, Section 2: Quantitative Methods and Statistical Theory. San Francisco, CA.
- Konold, T.R. (October, 2019). Multilevel Multitrait-Multimethod Latent Variable Approaches for Evaluating Rater Differences. Invited talk. University of Washington College of Education, Seattle, WA.
- †Stohlman, S., Konold, T., & Cornell, D. (August, 2019). *Evaluation of threat*

- Assessment training for school personnel.* Poster presented at the American Psychological Association Annual Convention, Chicago, IL.
- Cornell, D., Konold, T.R., & Crowley, B. (August, 2019). School Climate as a Protective Factor for Student Aggression. American Psychological Association. Chicago, IL
- Burnette, A.G., Konold, T.R., & Cornell, C. (March, 2019). Grade Level Distinctions in Student Threats of Violence. American Psychology Law Society Division of American Psychological Association, Portland, OR
- †Yuane, J., Konold, T.R., & †Edwards, K. (April, 2019). Doubly Latent Multivariate Mediation Models: An Illustration of School Climate Influences of Teasing and Bullying. American Education Research Association, Division D, Section 1: Educational Measurement, Psychometrics, and Assessment Toronto, Canada.
- †Yuane, J., Konold, T.R., †Edwards, K., & Cornell, D. (April, 2019). Doubly Latent Multilevel Mediation Models with an Illustration of School Climate Effects on Student Suspensions. American Education Research Association, Division D, Section 2: Quantitative Methods and Statistical Theory, Toronto, Canada.
- Konold, T.R., & Cornell, D. (April, 2019). Cross-Informant Associations of School Characteristics: A CT-C(M-1) Analysis of Students and Adults. National Council for Measurement in Education (NCME). Toronto, Canada.
- Konold, T.R., Cornell, D., †Yuane, J., & †Malone, M. (April, 2019). Extracting Trait Variance from Multiple Informant Sources in Applications of Multilevel Structural Models. American Education Research Association, Division D, Section 1: Educational Measurement, Psychometrics, and Assessment Toronto, Canada.
- Cornell, D., & Konold, T.R. (November, 2018). Multilevel, Multi-informant Analysis of Relations between Authoritative School Climate and School Safety. American Society of Criminology (ASC). Atlanta, GA
- Cornell, D., Maeng, J., Huang, F., et al. (November, 2018). Statewide Implementation of School Threat Assessment: Trends and Challenges. American Society of Criminology (ASC). Atlanta, GA
- †Yuane, J., Konold, T.R., Cornell, D. (April, 2018). Doubly Latent Multilevel Structural Modeling: An illustration of School Climate Influences on Student Outcomes. American Education Research Association, Division D. New York, NY.
- †Datta, P., Stohlman, S., Crowley, B., Cornell, D., Konold, T.R. (August, 2018). Association Between Sexual Harassment and School Climate in High Schools. American Education Research Association, San Francisco, CA. Division 16 Poster Award.
- Cornell, D., Maeng, J., Huang, F., Konold, T.R., Burnette, A.G., Stohlman, S., Jia, Y., Datta, P., & Malone, M. (November, 2017). Statewide Implementation of Student Threat Assessment in Virginia Public Schools. American Society of Criminology. Philadelphia, PA.
- Konold, T.R., Shukla, K., Cornell, D., & Huang, F. (April, 2017). Racial Differences in Perceptions of School Climate and their Associations with Student Outcomes. American Education Research Association. San Antonio, TX.



- Konold, T.R. (April, 2017). A Multilevel MT-MM Approach for Estimating Contextual Influences on Informant Effects. National Council for Measurement in Education (NCME). San Antonio, TX.
- Konold, T.R. (April, 2017). Chair, Automatic Item Generation. National Council for Measurement in Education (NCME). San Antonio, TX.
- †Jia, Y., Konold, T.R., Cornell, D., & Huang, F. (April, 2017). The Impact of Validity Screening on Associations between Self-Reports of Bullying Victimization and Student Outcomes. American Education Research Association. San Antonio, TX.
- †Jia Y., & Konold T. (April, 2017). The association of school climate and student achievement in high school: The mediation role of student engagement. Curry Research Conference. Charlottesville, VA.
- †Shukla, K., Konold, T., & Cornell, D. (April, 2016). *Profiles of Student Perceptions of School Climate: Relations with Risk Behaviors and Academics*. American Psychological Association annual convention, Denver, Colorado.
- Konold, T.R., & †Shukla, K. (April, 2016). Multilevel Multitrait - Multimethod Latent Analysis of Structurally Different and Interchangeable Raters of School Climate. In New Developments in Psychometrics, Measurement, and Assessment. American Education Research Association (Division D). Washington, DC.
- Konold, T.R., & †Shukla, K. (April, 2016). A Multilevel MT-MM Approach for Estimating Trait Variance across Informant Types. National Council for Measurement in Education (NCME). Washington, DC.
- †Jia, Y., Konold, T.R., & Cornell, D. (April, 2016). The Role of Informants on Associations among School Climate, Dropout rates, and Academic Expectations. American Education Research Association (Division D). Washington, DC.
- †Jia Y., Konold T., Cornell, D., & Huang F. (February, 2016). The Impact of Validity Screening on Relations between Self-Reports of Bullying Victimization and Student Outcomes. Curry Research Conference. Charlottesville, VA.
- †Jia Y., Konold T., & Cornell, D. (February, 2016). The Relations between School Climate and High-school Dropout Rates. Curry Research Conference. Charlottesville, VA.
- †Shukla, K., & Konold, T.R. (March, 2015). Identifying non-reliable respondents in self-reports: A novel application of latent profile analysis. Curry Research Conference, Charlottesville, VA.
- Cornell, D., Konold, T.R., & Maeng, J. (May 2015). Statewide implementation of student threat assessment in Virginia public schools. Society for Prevention Research. U.S. Capital Building, Washington, DC.
- Bell, R.L., Maeng, J., Konold, T.R., & Whitworth, B.A. (April 2015). The effect of professional development on elementary teachers' understanding and implementation of reforms-based science instruction. National Association for Research in Science Teaching (NARST). Chicago, IL.
- †Shukla, K., Konold, T.R., & Cornell, D. (April 2015). School Climate and Student Engagement: A Concurrent Validity Investigation through a Multilevel Multivariate Approach. American Education Research Association (Division D). Chicago, IL.
- Huang, F., Cornell, D., & Konold, T.R. (April, 2015). Multilevel Factor Structure and

- Concurrent Validity of a Teacher-based School Climate Survey. American Education Research Association (Division D). Chicago, IL.
- Mackey, P. & Konold, T.R. (March 2015). How many distractors do you need? Association of Test Publishers. Palm Springs, CA.
- Maeng, J., Bell, R.L., Konold, T.R., & Whitworth, B.A. (April 2015). Professional development to support elementary teachers' understanding and implementation of reforms-based science: Randomized controlled trial. American Education Research Association (Division K). Chicago, IL.
- Konold, T.R., (December, 2014). Invited presenter. Multilevel measures and multi-informant influences of structurally different and interchangeable raters of school climate. VSSC Advisory Board Meeting, University of Virginia. Charlottesville, VA.
- Konold, T.R. (July, 2014). Standard setting in the context of operationalizing cut scores. Invited Address. Chartered Financial Analyst Board of Governors meeting. Charlottesville, VA.
- Cornell, D., †Shukla, K., Konold, T.R., & Huang, F. (July, 2014). Authoritative School Climate and Peer Victimization. International Society for Research on Aggression. Atlanta, GA.
- Konold, T.R., Cornell, D., Huang, F., & †Shukla, K. (April, 2014). Dimensions of School Climate: A Unified Student and School Level Measurement Framework. American Education Research Association (Division D). Philadelphia, PA.
- †Shukla, K., & Konold, T.R. (April, 2014). Fondness of Math and Science as measured by the TIMMS Student Questionnaire: Invariance across U.S. Ethnic Groups. American Education Research Association (Division D). Philadelphia, PA.
- Konold, T.R. (Panel Member, September, 2013). Teaching Statistics to Graduates and Undergraduates. Dan Spitzner Moderator. Quantitative Collaborative CAFÉ Research Retreat, Charlottesville, VA.
- Konold, T.R., (September, 2013). Invited presenter. Measurement of School Climate Dimensions among Middle School Students. VSSC Advisory Board Meeting, University of Virginia. Charlottesville, VA.
- Konold, T.R. (Panel Member, October, 2013). Big Data in Education. Catherine Bradshaw Moderator. Curry School, Charlottesville, VA.
- Smith, M.A., Lydia, B., Hubbard, J.A., Swift, L.E., & Konold, T.R. (April, 2013). Measurement and Distinctiveness of Reactive Aggression, Proactive Aggression, Anger Regulation, and Callus-Unemotional Traits. Society for Research in Child Development. Seattle, WA.
- Konold, T.R., †Klein, J., & Cornell, D. (April, 2013). The psychometric temperature of the School Climate and Bullying Survey and Linkages to Risk Behavior. American Education Research Association (Division D). San Francisco, CA.
- Huang, F.L. & Konold, T. R. (April, 2013). Testing the Measurement Invariance of the Phonological Awareness Literacy Screening-Kindergarten using Multigroup Hierarchical Confirmatory Factor Analysis between Spanish-speaking English-language learners (ELLs) and non-ELL students. American Education Research Association (Test Validity Research and Evaluation SIG). San Francisco, CA.
- †Shukla, K.D., Maeng, J.L., & Konold, T.R. (April, 2013). Optimal reliability within

- resource constraints: Generalizability theory to inform reliability estimates for a statewide assessment of science pedagogy. American Education Research Association (Division D). San Francisco, CA.
- Lawrence, C. & Konold, T.R. (April, 2013). The Influence of Poverty Related Contextual Factors on Reading Instruction: Evidence from the Early Childhood Longitudinal Study (ECLS) First Grade Sample. San Francisco, CA.
- Konold, T.R. [Chair] (April, 2012). Validation of scales. American Educational Research Association, Division D, Section 1 (Measurement and Research Methodology), Vancouver, Canada.
- Konold, T.R. (April, 2012). Longitudinal relationships among student behaviors and achievement: A differential examination by informant type. American Education Research Association (Division D). Vancouver, Canada.
- †Blanchard, R. & Konold, T.R. (April, 2011). Longitudinal data analysis with latent growth modeling: An introduction and illustration for higher education researchers. New Orleans, LA.
- †Townsend, M., & Konold, T.R. (April, 2011). Latent growth analysis of school readiness and teacher sensitivity as correlates of reading growth. American Education Research Association. New Orleans, LA.
- Konold, T.R., & Geisinger, K.F. (January, 2011). Standard setting in the context of operationalizing cut scores. Invited Address. Chartered Financial Analyst Board of Governors meeting. Buenos Aires, Argentina.
- Konold, T.R., Jamison, K.R., & Stanton-Chapman, T.L. (May, 2010). The influence of informant based measures of social skills on student achievement: A longitudinal examination of differential effects by sex. American Educational Research Association (Division D). Denver, CO.
- †Townsend, M., & Konold, T.R. (May, 2010). Measurement of early literacy skills: A factor analytic investigation of the Phonological Awareness Literacy Screening for Preschool. American Educational Research Association (Division D). Denver, CO.
- Burrow, L., Cabell, S., Konold, T.R., Invernizzi, M., & Ford, K. (May, 2010 Invitation). Profiles of Early Literacy Skills among Hispanic English Language Learners at School Entry and Their Predictive Validity. International Reading Association, Chicago, IL.
- Konold, T.R. & Shoemaker, P. (June, 2009). Establishing standards of proficiency: The five-star quality rating system for nursing homes. Republican Attorneys General Association. Williamsburg, VA.
- Konold, T.R. (February, 2009). *The psychometric architecture of standard setting*. Invited Address. Chartered Financial Analyst Board of Governors meeting. United Arab Emirates, Dubai.
- Konold, T.R. [Chair] (2009). Multivariate methods: Design, effect size, graphical interpretation, and error estimation in finite populations. American Educational Research Association, Division D, Section 2 (Quantitative Methods and Statistical Theory), San Diego, CA.
- Canivez, G.L., & Konold, T.R. (April, 2009). Assessing IQ Test Bias: Examination of WISC-IV Differential Predictive Validity. Midwest Psychological Association. Chicago, IL.

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- Konold, T.R. (2005). *CFA Institute 2005 standard setting workshop and equating results: Levels I and II*. Charlottesville, VA: CFA Institute.
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- Konold, T.R. (2004). *CFA Institute 2004 standard setting workshop and equating results: Levels I and II*. Charlottesville, VA: CFA Institute.
- Konold, T.R. (2004). *Standards for setting standards: A process review and recommendation for setting cut-scores on licensure and certification examinations*. Charlottesville, VA: CFA Institute.
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## ***Service***

### ***Professional Organization Memberships***

National Council on Measurement in Education (NCME)  
 American Educational Research Association (AERA)  
 Measurement and Research Methodology (AERA Division D)  
 American Psychological Association (APA Division 5)  
 Association of Test Publisher (ATP)  
 Clinical Research Review Committee Member (Alfred I duPont Institute of the Nemours Foundation: A Children's Hospital, 1994-95)  
 Phi Delta Kappa Research Officer (1996-1998)

### ***Professional and Editorial Services***

Applied Measurement in Education, Board of Consulting Editors (2022-current)  
 NCME Panel Review, Chair (2016-17)  
 Archives of Scientific Psychology, APA Open: Editorial Board Member -2021)  
 Psychology in the Schools: Editorial Board Member (1999-2022)  
 Buros' Mental Measurement Yearbook: Reviewer (1999-current)  
 Psychological Assessment: Board of Consulting Editors (2014-2015)  
 U.S. Department of Education Institute of Education Sciences Grant Peer Review Panel

### Member (2010-2011)

U.S. Department of Education Institute of Education Sciences Resource Report Reviewer  
 Practical Assessment, Research, and Evaluation: Ad Hoc Reviewer  
 Journal of Studies in Educational Evaluation : Ad Hoc Reviewer  
 Journal of Research on Educational Effectiveness: Ad Hoc Reviewer  
 Educational Measurement: Issues and Practice: Ad Hoc Reviewer  
 Journal of Educational Psychology: Ad Hoc Reviewer  
 Child Development: Ad Hoc Reviewer  
 Review of Education Research Journal: Ad Hoc Reviewer  
 External University Review of ERME Program  
 Applied Measurement in Education: Ad Hoc Reviewer  
 AERA Open Journal: Ad Hoc Reviewer  
 NCME: Reviewer (2007-current)  
 IES Grant Review Panel: Measurement (2010-2011)  
 The Journal of Educational Research: Editorial Board Member (1997-2003)  
 Journal of School Psychology: Editorial Board Member (1998-2008)  
 AERA Division D: Reviewer (1999-current)  
 CIERA Report Series: Reviewer (1998-1999)  
 Behavior Research Methods: Ad Hoc Reviewer  
 Multivariate Behavioral Research: Ad Hoc Reviewer  
 Journal of Experimental Education: Ad Hoc Reviewer  
 American Education Research Journal: Ad Hoc Reviewer  
 Gifted Child Quarterly: Ad Hoc Reviewer  
 Exceptionality: Ad Hoc Reviewer  
 Early Childhood Research Quarterly: Ad Hoc Reviewer  
 Learning and Individual Differences: Ad Hoc Reviewer  
 Child Psychology and Psychiatry: Ad Hoc Reviewer  
 Social Behavior and Personality- An International Journal: Ad Hoc  
 Psychological Assessment: Ad Hoc Reviewer  
 Early Education and Development: Ad Hoc Reviewer  
 The Journal of Special Education: Ad Hoc Reviewer  
 Prentice Hall: Ad Hoc Reviewer  
 Routledge Publishers: Ad Hoc Reviewer  
 Lawrence Erlbaum: Ad Hoc Reviewer  
 American Educational Research Journal: Ad Hoc Reviewer  
 School Psychology Quarterly: Ad Hoc Reviewer  
 Behavioral Disorders: Ad Hoc Reviewer  
 Merrill Education: Ad Hoc Reviewer  
 Educational and Psychological Measurement: Ad Hoc Reviewer  
 Journal of Clinical Child and Adolescent Psychology: Ad Hoc Reviewer

### ***Faculty Service***

Promotions and Tenure committee (4/2022-5/2025)  
 Interim Department Chair, EDLF (2020)  
 Search Committee for Open Rank Tenure Track Faculty Position in Quantitative



Methods, Chair (2019-20)  
 Internal Review Committee (2012-13, 2019-20, 2021, 2022)  
 Three-Year Review Committee, Chair (2023, 2004)  
 Three-Year Review Committee (2010, 2008)  
 Search Committee for Open Rank Tenure/Tenure Track Faculty Positions in Quantitative  
 Methods, Chair (2018-19)  
 RSE Search Committee (2017)  
 Internal Review Committee, Chair (2010, 2011, 2012, 2016, 2017, 2022, 2023)  
 University Provost's Promotion and Tenure committee (2017-2020)  
 Counselor Education Search Committee (2016-17)  
 Promotion and Tenure Committee, Dean's Appointment (2016-2018)  
 External Faculty Promotion Review: Syracuse University (2016)  
 Teacher Education Search Committee (2015-16)  
 Dean Reappointment Review Committee, Chair (2011-2012)  
 Science Coordinator Search Committee, Chair (2014)  
 Program Director of Research, Statistics, and Evaluation (2000-current)  
 Promotion and Tenure Committee, member elect (2010-2013)  
 Curry Honor Committee, member (2009-2010)  
 Institute for Education Sciences training curriculum committee (2009)  
 Search Planning Committee, member (2009-2010)  
 EDLF Awards Committee, member (2008-current)  
 EDLF Student Survey Facilitator (2010)  
 Curry Curriculum Committee, member (2009-2010)  
 Graduation lawn marshal, nomination (2009)  
 Curry external review planning committee (2009)  
 Curry project team for the University's Student System Project (2008)  
 Faculty Council, Chair Elect (2008-2009)  
 Faculty Council, Member Elect (2009-2010)  
 Curry graduate program admission committee (2007-2008)  
 Research, Statistics, and Evaluation search committee, Chair (2005-06; 2006-07; 2007-  
 08, 2010-11, 2011-12)  
 RSE/CASTL search committee, Chair (2005-06)  
 CASTL research scientist search committee, Member (2006)  
 External Faculty Promotion Review: The State University of New York at  
 Buffalo (2004)  
 Curry Foundation Student Scholarship Award Committee (2005-2007)  
 Helen Clarke Loan Foundation Committee (2002-current)  
 Qualitative/Program Evaluation Search Committee (2004)  
 Curry Promotions Committee (2005)  
 Member of SACS accreditation team (2005)  
 Promotions Initial Review Committee (2004)  
 Quantitative Comprehensive Exam, Chair (1998-2005)  
 Academic Affairs Committee, Member Elect (2000-2002)  
 Academic Affairs Committee, Co-Chair Member Elect (2001-2002)  
 Dissertation Awards Committee, Member (1998, 1999)  
 Graduation Marshal (1999)

Search Committee (1999)

Instructional Technology Committee, Member (1997-2000)

RSE Web Site Construction (1997-2000), Recruitment Brochure (2000)

Member, University Graduate Council Committee. SLU (1995-1996)

Member, University Qualitative Research Committee. SLU (1995-1996)

Member, University Curriculum Committee. SLU (1995-1996)

Education Graduate Association Committee Member Elect. University of Delaware (1993-94; 1994-95)

Faculty Advisor Elect. University of Delaware (1993-94; 1994-95)

Dissertation Committees (N = 157)

Doctoral Student Advisees (N = 19)

## ***Teaching***

### ***University of Virginia***

EDLF 5890: Inferential Statistics and Design

EDLF 7310: Educational Statistics I – Inferential Statistics

EDLF 7320: Statistical Laboratory

EDLF 7420: General Linear Models

EDLF 8300: Educational Statistics II – Analysis of Variance

EDLF 8340: Psychometric Theory

EDLF 8350: Multivariate Statistics

EDLF 8360: Multilevel Modeling

EDLF 8930: Structural Equation Modeling

EDLF 8930: Psychometrics

### ***Other Institutions***

Research Methods 410: Introduction to Inferential Statistics. S Louis University.

Research Methods 597: Multivariate Statistics. St Louis University.

Research Methods 205: Research Design and Statistics. Saint Louis University.

Educational Studies 461: Measurement Theory and Techniques. University of Delaware.

### ***Recent Doctoral Student Research Awards***

Kelly Edward, 2021, Robert S. Pace, Jr. Research Scholarship

Joe Kush, 2020, Outstanding Graduate Teaching Assistant Award, Curry Foundations

Kelly Edwards, 2019 Curry Trustees Fellowship

Yuane Jia, 2017 Walter Eugene Campbell Scholarship, Curry Foundations Award

Kathan Shukla, 2015 CRC 1<sup>st</sup> place poster presentation

Rebecca Blanchard, 2011 AERA Division J Dissertation of the Year Award Finalist

### ***Recent Doctoral Student Post-Graduation Appointments***

University of Virginia  
James Madison University  
Johns Hopkins University (Bloomberg School of Public Health)  
Rutgers University (School of Health Professions)  
American Institutes of Research (AIR)  
Fudan University  
Johns Hopkins University (College of Education)  
Old Dominion University  
Ravi J Matthai Centre for Educational Innovation, Indian Institute of Management  
State University of New York (SUNY) - Plattsburgh  
Tufts University  
University of Georgia  
University of Maryland  
University of Massachusetts  
Memorial Sloan Kettering Cancer Center

### ***Professional Affiliations***

National Council on Measurement in Education (NCME)  
American Psychological Association (APA) Division 5 (Evaluation, Measurement, and Statistics)  
American Educational Research Association (AERA)  
AERA Division D (Measurement and Research Methodology)  
Clinical Research Review Committee Member (Alfred I duPont Institute of the Nemours Foundation: A Children's Hospital, 1994-95)

### ***Print Media***

ADD Consults  
Daily Progress  
Grandparent  
Inside UVA  
Medicine World  
Medical News Today  
News Leader  
News Wise  
New York Times  
Parenting Magazine  
Pediatric News  
UVA Today  
University of Virginia News  
The Academic Times

### ***Broadcast Media***

CBS News

KCN-TV  
NBC News