Timothy R. Konold, Ph.D.
Curry Memorial Professor of Education
Research, Statistics, and Evaluation (RSE), Coordinator
Quantitative Analytics in Education (QAE), Coordinator
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University of Virginia

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Education

University of Delaware, Newark, DE. College of Education, Ph.D. in Measurement, Statistics, and Evaluation, 1995.
University of Delaware, Newark, DE. College of Education, M.A. in Measurement, Statistics, and Evaluation, 1993.
Shippensburg University, Shippensburg, PA. Department of Psychology, M.S., 1990.
Shippensburg University, Shippensburg, PA. B.S., 1988.

Professional Positions

Professor (and Program Coordinator; 2010 - present) – Research, Statistics, and Evaluation (2010 –present). Curry Memorial Professor of Education (2024-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). 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 Pogram.
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

Curry Memorial Professor of Education, SEHD, University of Virginia 2024-present
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; NCE-1/1/2027). Cornell, D. (PI), Maeng, J. (co-I), **Konold, T.R.** (co-I and lead methodologist, 15% FTE).

Statewide Implementation of School Threat Assessment in Florida. U.S. Department of Education, National Institute of Justice (2021-2024; $595,845). Cornell, D. (PI), Maeng, J. (co-I), **Konold, T.R.** (co-I and lead methodologist, 15% FTE).

Advancing Rural Computer Science (ARCS). U.S. Department of Education ($818,363; 2019-2024; NCE-10/2025). 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, T. R.** (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. R.** (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, T. R.** (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. Statistical consultant: **Konold, T. R.**

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. Statistical consultant: **Konold, T. R.**

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 (**Konold, T. R.**) 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 (**Konold, T. R.**), 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.

Scholarship

Peer-Reviewed Articles

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

Published (Peer-Reviewed: N = 114)

Konold, T. R., & Sanders, E. A. (2025, online first). The practice of aggregating lower-level predictors in clustered data: A reflection on reflective variables. *Psychological Methods*. https://dx.doi.org/10.1037/met0000792

Konold, T. R., Sanders, E.A., & †Afolabi, K. (2025). From Seinfeld to statistics: The dangers of double dipping with Bayesian inference. *Structural Equation Modeling: A Multidisciplinary Journal, 32,* 647-656. https://doi.org/10.1080/10705511.2025.2487053

Konold, T. R., Sanders, E. A., & †Afolabi, K. (2025). The impact of 'negligible' cross-loadings in investigations of measurement invariance with MGCFA and MGESEM. *Structural Equation Modeling: A Multidisciplinary Journal, 32,* 66-82. https://doi.org/10.1080/10705511.2024.2375742

Maeng, J., Winter, S.D., Cornell, D.G., Kerere, J., Huang, F., **Konold, T.R.**, Afolabi, K., & Cowley, D. (2025). How prevalent are adverse outcomes following a school threat assessment? *Preventing School Failure: Alternative Education for Children and Youth. https://doi.org/10.1080/1045988X.2025.2592205*

†Kerere, J., Cornell, D., **Konold, T.R.**, & Maeng, J. (in press). Violence following a threat assessment: Do threat classification and school safety measures matter? Law and Human Behavior.

Cornell, D. G., Maeng, J., Winter, S.D., Huang, F., **Konold, T. R.**, Kerere, J., Afolabi, K., & Cowley, D. (2025). Behavioral threat assessment and equity in exclusionary school discipline. School Psychology Review. https://doi.org/10.1080/2372966X.2025.2457006

Cornell, D., Kerere, J., **Konold, T.R.**, Maeng, J., †Afolabi, K., Huang, F., & Cowley, D. (2025). Referral rates for school threat assessment. Psychology in the Schools, 62(4), 1294-1305. https://doi.org/10.1002/pits.23399

Cornell, D.G., Maeng, J., Winter, S., Huang, F., **Konold, T.R.**, Kerere, J. Afolabi, K., & Cowley, D. (2025). Equity in law enforcement actions following a school threat assessment. *Law and Human Behavior, 49, 338-352*. https://doi.org/10.1037/lhb0000602

Konold, T. R. & Sanders, E. A. (2024). The SEM reliability paradox in a Bayesian framework. *Structural Equation Modeling: A Multidisciplinary Journal, 31*, 97-117. DOI: 10.1080/10705511.2023.2220915

Konold, T. R. & Sanders, E. A. (2024). 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

Konold, T. R., Sanders, E. A., & †Afolabi, K. (2024). Supplemental materials to "The impact of 'negligible' cross-loadings in investigations of measurement invariance with MGCFA and MGESEM" [Data analysis examples, MPlus code, R code, sample inputs and outputs]. https://doi.org/10.1080/10705511.2024.2375742

Konold, T. R. & Sanders, E. A. (2024). On the behavior of fit indices for adjudicating between exploratory structural equation modeling and confirmatory factor analysis. *Measurement: Interdisciplinary Research and Perspectives,* 22(4), 341-360. https://doi.org/10.1080/15366367.2023.2264605

†Afolabi, K. & **Konold, T.R.** (2024). The circle of methods for evaluating latent variable measurement models: EFA, CFA, and ESEM. *Practical Assessment, Research, and Evaluation, 29*, Article 15. https://doi.org/10.7275/pare.2061

†Payne, C., Cornell, D., & **Konold, T.R.** (2024). Anonymous reporting systems and threat reporting. Threat Assessment and Management. Advance online publication. https://dx.doi.org/10.1037/tam0000228

†Pfister, T.A., Rimm-Kaufman, S.R., Merritt, E.G., & **Konold, T.R.** (2024). Empowering community-changers: Developing civic efficacy in elementary classrooms. Applied Developmental Science, 28, 33-45. https://doi.org/DOI: 10.1080/10888691.2022.2134132

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). Impact of informative priors on 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

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: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, 82(3)*. https://doi: 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.* https://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. R.** (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. R.** (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. R.** (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 16th most read AERA educational research article and 10th 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). Saggital 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., & Rimm-Kaufman, S. E.

(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.

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Book Chapters

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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).

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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

Konold, T.R., & Sanders, E.A. (2026). Sampling and measurement error impacts on the estimation of L2 X-Y relationships in MLMs. American Education Research Association, Structural Equation Modeling and Multilevel Modeling SIG. Las Angeles, CA.

Zhigang, Z., Sanders, E.A., & **Konold, T.R.** (2026). On the prevalence and appropriate use of data-model-based informative priors for estimating multilevel linear models. American Education Research Association, Structural Equation Modeling and Multilevel Modeling SIG. Las Angeles, CA.

†Kerere, J., Huang, F., Cornell, D., **Konold, T.R.**, & Maeng, J. (2026). Bullying by school staff: Associations with student adjustment and school climate. American Education Research Association: School community, climate and culture SIG. Las Angeles, CA.

Konold, T.R., & Sanders, E.A. (2025). The impact of frequently used methods for creating higher level predictors on predictor-outcome relationships: Solutions for different data conditions. Design and Data Analysis, Department of Psychology, University of Virginia.

†Afolabi, K. A., **Konold, T.R.**, & Sanders, E.A. (2025). Reflective macro variables in clustered data structures: A Bayesian approach for minimizing regression coefficient bias and uncertainty. University of Nebraska Academy for Methodology, Analytics, & Psychometrics.

†Kerere, J., **Konold, T.R.**, Maeng, J., & Cornell, D. (2025). Teacher bullying victimization and the moderating effects of school climate. World Anti Bullying Forum. Stavanger, Norway.

Maeng, J., Huang, F., Kerere, J., Cornell, D., & **Konold, T.R.** (2025). Teacher working conditions and their ability to handle bullying. World Anti Bullying Forum. Stavanger, Norway.

Konold, T.R. & Sanders, E.A. (2025). L2 Aggregates: A reflection on reflective variables in multilevel models. American Education Research Association, Multilevel Modeling SIG. Denver, CO.

Yavuz, E., Sanders, E.A., & **Konold, T.R.** & Sanders, E.A. (2025). Using artificial neural network (ANN) analysis with multilevel data. American Education Research Association, Multilevel Modeling SIG. Denver, CO.

Cheng, Y., Sanders, E. A., & **Konold, T. K.** (2024, November). *Slope-to-Slope Difference Testing for MLMs and Beyond*. Research on Psychometrics and Applied Statistics (RPAS) Annual Conference, Washington State University, Pullman, WA.

†Kerere, J., Cornell, D., **Konold, T.R.**, Maeng, J., Afolabi, K., & Cowley, D. (2024). How frequently do schools conduct threat assessments? American Psychological Association. Seattle, WA.

Payne, C., Cornell, D., **Konold, T.R**, 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.R., & 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.R. & 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.R., & 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.R.** (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 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.R,**, & 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.R,** (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.R.**, & 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.

†Jamison, K.R., **Konold, T.R.**, & Stanton-Champman, T.L. (April 2009). Social skill development and academic achievement: a longitudinal examination. Society for the Scientific Study of Reading. Denver, CO.

Canivez, G.L., & **Konold, T.R.** (August, 2009). Examination of Differential WISC-IV Predictive Validity Bias: WISC-IV-WIAT-II Linking Sample. American Psychological Association (Division 5). Toronto, Canada.

Canivez, G.L., & **Konold, T.R.** (February, 2009). Examination of Differential Predictive Validity with the WISC-IV – WIAT-II Linking Sample. National Association of School Psycholgists. Boston, MA.

Cabell, S., Justice, L., **Konold, T.R.** McGinty, A. (July, 2008). Profiles of Emergent Literacy among Preschool Children Who Are at Risk for Academic Difficulties. Society for the Scientific Study of Reading. Asheville, NC.

†Bandyopadhyay, S., Cornell, D., & **Konold, T.R.** (August, 2008). Internal validity of the School Climate Bullying Survey. American Psychological Association. Boston, MA.

†Atkinson, T., & **Konold, T.R.** (February, 2008). A normative taxonomy of the Wide Range Assessment of Memory and Learning – second edition. International Neuropsychological Society. Waikoloa, HI.

Rudasill, K. M., & **Konold, T. R.** (March, 2008). Contributions of children's temperament to teachers' judgments of social competence from kindergarten through second grade. American Educational Research Association. New York, NY.

†Zhang, Y., **Konold, T.R.** (March, 2008). Teachers' perceptions and kindergarteners' achievement: Evidence from the ECLS-K study. American Educational Research Association, New York, NY.

Konold, T.R. (December, 2007). Psychometric validity evidence for pass-fail testing decisions. Annual Session for Prep Provider Guidelines Program. Chartered Financial Analysts. Charlottesville, VA.

Curby, T., LoCasale-Crouch, J., **Konold, T.R.**, & Pianta, R. (June, 2007). Pre-Kindergarteners academic gains and social outcomes based on observed classroom quality profiles. Institute of Education Sciences. Washington, D.C.

†Shaojing, S., **Konold, T.R.**, Fan, X. (2007). *Testing latent variable interactions under the condition of latent variable non-normality: An application of Mattson's method.* American Educational Research Association (Division D), Chicago, IL.

†Shaojing, S., **Konold, T.R.**, Fan, X. (April, 2007l). *The influence of model misspecification on testing latent variable interactions.* American Educational Research Association (Division D), Chicago, IL.

LoCasale-Crouch, J., Pianta, R.C., **Konold, T.R.**, Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (March, 2007). *Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics*. Society for Research in Child Development, Boston, MA.

Curby, T., **Konold, T.R.**, Rudasill, K.M. (March, 2007). *Growth in social competence as a predictor for enrollment in gifted programming*. Society for Research in Child Development, Boston, MA.

Konold, T.R., & Glutting, J.J. (April, 2007). *Measuring method variance in university student behavior problem ratings: A comparison of student's self-reports and parent's perspective.* American Educational Research Association (Division E), Chicago, IL.

McNergney, R. & **Konold, T.R.** (April, 2007). *Teacher education adds value to middle school teaching of applied mathematics*. American Educational Research Association, Chicago, IL.

Konold, T.R. (May, 2006). Cut *scores: validity and the reasonableness criterion*. Chartered Financial Analyst conference, Zurich, Switzerland.

Konold, T.R., & Pianta, R.C. (April, 2006). *Measuring method variance in child behavior observations: A comparison of mothers, fathers, and teachers*. American Educational Research Association (Division E), San Francisco, CA.

Konold, T.R. (November, 2005). Methods for setting standards on high stake exams. Board of Governors for the Chartered Financial Analyst. Atlanta, GA.

Konold, T.R. (2005). *Psychometric methods in licensure and certification testing.* Board of Governors for the Chartered Financial Analyst Program. Washington, D.C.

Mashburn, A.J, **Konold, T.R.**, & Henry, G. (2005). *Development and validation*

of a measure of young Children's Attitudes Toward School (CATS). Society for Research in Child Development. Atlanta, GA.

†Shaojing, S., & **Konold, T.R.** (2005). Fact or artifact: A psychometric critique of the measurement of internet users. International Communication Association, New York, NY.

Konold, T.R., †Brewster, J., & Pianta, R.C. (2004). *The behavior of child behavior ratings: A look at measurement structure for different informants and target children of different gender*. American Educational Research Association (Division D), San Diego, CA.

Konold, T.R., & Abidin, R.R. (2004). *A look at the factor structure of the Index of Teaching Stress*. American Educational Research Association (Division D), San Diego, CA.

Akos, P., **Konold, T.R.**, Niles, S. (2004). *Career readiness typology and typal membership in middle school*. American Educational Research Association, San Diego, CA.

Konold, T.R., & Pianta, R.C. (2003). *The ups and downs of school readiness: A multivariate perspective of social behavior and cognitive functioning*. American Educational Research Association, Chicago, IL.

†Yen, C.J., & **Konold, T.R.** (2003). *Can learning behavior supplement cognitive ability as an indicator of academic achievement?* American Educational Research Association, Chicago, IL.

†Shields, J., **Konold, T.R.**, & Glutting, J.J. (2003). *Differential prediction bias in the Wide Range Intelligence Test across race, gender, and education level*. American Educational Research Association, Chicago, IL.

Rimm-Kaufman, S., Kraft-Sayre, M., **Konold, T.R.**, & Pianta, R. (2002). *Family-school relationships during the transition to kindergarten: The contribution of a relationship-enhancing intervention*. Head Start Conference.

Konold, T.R., Hamre, B.K., & Pianta, R.C. (2002). *Measuring child behavior problems: stability across gender, race, and SES*. American Educational Research Association, New Orleans, LA.

Konold, T.R. [Chair] (2002). *Applications of factor analysis*. American Educational Research Association, New Orleans, LA.

Maller, S., **Konold, T.R.**, & McDermott, P.A. (2001). *DAS factor invariance across national samples of adjusted and maladjusted youth.* American Educational Research Association. Seattle, WA.

Juel, C., **Konold, T.R.**, Kovack, J., Morris, B., McKinnon, M., Minden-Cupp, C. (2000). *Preschool: How haunting the impact by the end of first grade?* National Reading Conference. Scottsdale, AZ.

West, H.A., Loper, A., & **Konold, T.R.** (2000). *Externalizing behaviors and depressive symptoms as predictors for teenage pregnancy*. American Psychological Association. Washington, D.C.

Konold, T.R., Juel, C., Minden-Cupp, C., & McKinnon, M. (2000). *A cross-sectional and longitudinal analysis of children's early reading ability profiles*. American Educational Research Association. New Orleans, LA.

Juel, C., & **Konold, T.R.** (1999). *Preschool to kindergarten: How stable are early*

cognitive profiles and how are they affected by instruction in kindergarten? National Reading Conference. Orlando, FL.

Konold, T.R., Juel, C., McKinnon, M. (1999). *An integrated model of children's literacy acquisition: A multivariate approach*. American Educational Research Association. Montreal, Canada.

McKinnon, M., **Konold, T.R.**, & Juel, C. (1998). *Profiles of reading acquisition in a nationally standardized sample*. National Reading Conference. Autin, TX.

Konold, T.R. (1998). *WISC-III predictors of student achievement*. American Educational Research Association. San Diego, CA.

Juel, C., **Konold, T.R.**, Minden-Cupp, C., Hockenburry, J.C., Thacker-Gwaltney, S., & McKinnon, M. (1997). *Building an integrated model of early reading acquisition*. National Reading Conference. San Diego, CA.

Konold, T.R., Canivez, G.L., & Kush, J.C. (1997). *Measuring the intelligence of children with handicapping conditions*. American Psychological Association (Division 5). Chicago, IL.

Konold, T.R. (1997). *Methodological considerations for interpreting type-I discrepancies on the WJ-R*. Jefferson Psychometric Lab: Design and Data Analysis Seminars. Charlottesville, VA.

Maller, S.A., **Konold, T.R.**, & Glutting, J.J. (1997). *Test-taking behavior: Invariance of the measurement of intelligence*. American Educational Research Association. Chicago, IL.

Konold, T.R., Maller, S.A. (1996). *Structural relationships among test-session behaviors and measures of individually administered aptitudes*. National Association of School Psychologists. Atlanta, GA.

Konold, T.R., Glutting, J.J., McDermott, P.A. (1996). *The development and clinical application of a multivariate method for conducting aptitude-achievement contrasts with the WJ-R*. National Association of School Psychologists. Atlanta, GA.

Konold, T.R., Glutting, J.J. (1995). *A review and comparison of four methods for assessing differential item functioning: An applied example with the GATSB*. National Association of School Psychologists. Chicago, IL.

Konold, T.R., Glutting, J.J., & Oakland, T. (1994). *Predictive and construct bias with the Guide to the Assessment of Test-Session Behavior for the WISC-III and WIAT*. National Association of School Psychologists. Seattle, WA.

Konold, T.R., Glutting, J.J., O'Donnell, L., & Oakland, T. (1993). *Introduction to the Guide to the Assessment of Test-Session Behavior (GATSB) for the WISC-III and WIAT*. National Association of School Psychologists. Washington, DC.

Workshops

Conducted over 100 workshops on standard setting and equating for globally administered credentialing exams. Locations have included Arizona (Scottsdale), British Columbia (Vancouver), California (San Diego, San Francisco), Florida (Jacksonville, Miami), Georgia (Atlanta), Texas (San Antonio), United Arab Emirates (Dubai), Virginia (Chantilly, Charlottesville, Dulles, Reston, Richmond), Washington, D.C., and Washington (Seattle).

Technical / Research Reports

Konold, T.R. (2025). Construct Validity and Construct Bias for Groups Differing by Geographic Region and Sex: An evaluation of the 2025B Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). Differential Item Functioning by Global Region and Sex: 2025B CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). CFA Institute 2025B Standard Setting Workshop Report: Level III. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). 2025B CFA Institute Level III concurrent equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). Construct Validity and Construct Bias for Groups Differing by Geographic Region and Sex: An evaluation of the 2025A Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). Differential Item Functioning by Global Region and Sex: 2025A CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). 2025A CFA Institute Level III concurrent equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2025). CFA Institute 2025A Standard Setting Workshop Report: Level II. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). Construct Validity and Construct Bias for Groups Differing by Geographic Region and Sex: An evaluation of the 2024B Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). Differential Item Functioning by Global Region and Sex: 2024B CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). 2024B CFA Institute Level III concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). CFA Institute 2024 Standard Setting Workshop Report: Level II. Tysons, VA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). Construct Validity and Construct Bias for Groups Differing by Geographic Region and Sex: An evaluation of the 2024A Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). Differential Item Functioning by Global Region and Sex: 2024A CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). 2024A CFA Institute Level III concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2024). CFA Institute 2024 Standard Setting Workshop Report: Level I. Tysons, VA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2023). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2023B Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2023). Differential Item Functioning by Global Region: 2023B CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2023). 2023B CFA Institute Level III concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.

Maeng, J., Cornell, D., Kerere, J., Huang, F., **Konold, T.** & Afolabi, K., (2023). *School*

Threat Assessment in Florida: Technical Report of 2021-2022 Case Data. Charlottesville, VA: School of Education and Human Development, University of Virginia.

Konold, T.R. (2023). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2023A Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2023). Differential Item Functioning by Global Region: 2023A CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2023). Differential Item Functioning by Global Region: 2023A CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2022B Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). 2022B CFA Institute Level III concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2022A Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). Differential Item Functioning by Global Region: 2022A CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). CFA Institute 2022 Standard Setting Workshop Report: Level III. Tysons, VA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). 2022A CFA Institute Level III concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). CFA Institute 2022 Standard Setting Workshop Report: Level I. Tysons, VA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). CFA Institute 2022 Standard Setting Workshop Report: Level II. Tysons, VA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2021C Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). Differential Item Functioning by Global Region: 2021c CFA Credentialing Exam Administration. Charlottesville, VA: CFA Institute.

Konold, T.R. (2022). 2021c CFA Institute Level III Concurrent and Longitudinal Equating Report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2021). Construct Validity and Construct Bias for Groups Differing by Region: An evaluation of the 2021A and 2021B Level III CFA Credentialing Exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2021). Differential Item Functioning by Global Region: 2021A and 2021B CFA Credentialing Exam Administrations. Charlottesville, VA: CFA Institute.

Konold, T.R. (2021). 2021B CFA Institute Level III Concurrent and Longitudinal Equation Report. Charlottesville, VA: CFA Institute.

Konold, T.R. (2021). CFA Institute 2021 Standard Setting Workshop Report: Level II. Atlanta, GA. Charlottesville, VA: CFA Institute.

Konold, T.R. (2021). CFA Institute 2021 Standard Setting Workshop Report: Level III.

Atlanta, GA. Charlottesville, VA: CFA Institute.
Konold, T.R. (2021). Multi-group latent variable investigation of construct validity and bias across global regions on the 2020 CFA exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2021). An evaluation of differential item functioning by global region: December 2020 CFA credentialing exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2021). CFA Institute 2021 Standard Setting Workshop Report: Level I. Atlanta, GA. Charlottesville, VA: CFA Institute.
Konold, T.R. (2021). 2020 CFA Institute Level III longitudinal equating report. Charlottesville, VA: CFA Institute.
Konold, T.R. (2021). 2020 CFA Institute Level II concurrent and longitudinal equating report. Charlottesville, VA: CFA Institute.
Konold, T.R. (2020). Evaluation of an early start to senior grading: A 2019 simulation. Charlottesville, VA: CFA Institute.
Konold, T.R. (2020). December 2019 CFA exam s*tandard setting workshop and equating report*. Charlottesville, VA: CFA Institute.
Konold, T.R. (2019). Multi-group latent variable investigation of construct validity and bias across global regions on the CFA exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2019). An evaluation of differential item functioning by global region: June 2019 CFA credentialing exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2019). *CFA Institute 2019 standard setting workshop and equating report: Levels I and II*. Charlottesville, VA: CFA Institute.
Konold, T.R. (2019). *CFA Institute 2019 mixed-format standard setting workshop results: Level III*. Charlottesville, VA: CFA Institute.
Cornell, D., Maeng, J., Huang, F., Jia, Y., Edwards, K., Crowley, B., Stohlman, S., Crichlow–Ball, C., Burnette, A.G., & **Konold, T.** (2019). *Technical report of the Virginia Secondary School Climate Survey: 2019 results for 6th–8th grade students and school staff.* Charlottesville, VA: Curry School of Education, University of Virginia.
Konold, T.R. (2019). An evaluation of differential item functioning by global region: June 2018 CFA credentialing exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2018). December 2018 CFA exam s*tandard setting workshop and equating report*. Charlottesville, VA: CFA Institute.
Konold, T.R. (2018). Multi-group latent variable investigation of construct validity and bias across global regions on the CFA exam. Charlottesville, VA: CFA Institute.
Konold, T.R. (2018). *CFA Institute 2018 standard setting workshop and equating report: Levels I and II*. Charlottesville, VA: CFA Institute.
Konold, T.R. (2018). *CFA Institute 2018 mixed-format standard setting workshop results: Level III*. Charlottesville, VA: CFA Institute.
Cornell, D. Huang, F., Jia, Y., Maeng, J., Malone, M., Burnette, A.G., Stohlman, S., Crowley, B., **Konold, T.**, & Meyer, P. (2018). *Technical Report of the Virginia Secondary School Climate Survey: 2018 Results for 9th–12th Grade Students and School Staff.* Charlottesville, VA: Curry School of Education, University of Virginia.
Konold, T.R. (2018). Differential item functioning by geographic region: A global

evaluation of the December 2017 CFA credentialing exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2018). December 2017 CFA exam s*tandard setting workshop and equating report*. Charlottesville, VA: CFA Institute.

Konold, T.R. (2017). Multi-group latent variable investigation of construct validity and bias across global regions on the CFA exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2017). An evaluation of differential item functioning by global region: June 2017 CFA credentialing exam. Charlottesville, VA: CFA Institute.

Cornell, D. Huang, F., **Konold, T.**, Jia, Y., Malone, M., Burnette, A.G. Datta, P., Meyer, P., Stohlman, S., & Maeng, J. (2017). *Technical Report of the Virginia Secondary School Climate Survey: 2017 Results for 6th–8th Grade Students and School Staff.* Charlottesville, VA: Curry School of Education, University of Virginia. (Endorsed by the National Center on Safe Supportive Learning Environments, American Institute for Research).

Konold, T.R. (2017). *CFA Institute 2017 standard setting workshop and equating report: Levels I and II*. Charlottesville, VA: CFA Institute.

Konold, T.R. (2017). *CFA Institute 2017 mixed-format standard setting workshop results: Level III*. Charlottesville, VA: CFA Institute.

Konold, T.R., & Meyer, P. (2017). Estimating reliability and contextualizing its meaning: An evaluation of the CFA exams. Charlottesville, VA: CFA Institute.

Konold, T.R. (2017). Differential item functioning by geographic region: A global evaluation of the December 2016 CFA credentialing exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2017). December 2016 CFA exam s*tandard setting workshop and equating report*. Charlottesville, VA: CFA Institute.

Cornell, D., Huang, F., **Konold, T.,** Shukla, K., Malone, M., Datta, P., Jia, Y., Stohlman, S., Burnette, A., & Meyer, J. P. (2016). *Development of a Standard Model for School Climate and Safety Assessment: Final Report.* Charlottesville, VA: Curry School of Education, University of Virginia.

Konold, T.R. (2016). Multi-group latent variable investigation of construct validity and bias across global regions on the CFA exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2016). An evaluation of differential item functioning by global region: June 2016 CFA credentialing exam. Charlottesville, VA: CFA Institute.

Konold, T.R. (2016). *CFA Institute 2016 mixed-format standard setting workshop results: Level III*. Charlottesville, VA: CFA Institute.

Cornell, D., Huang, F., Datta, P., Malone, M., Jia, Y., Burnette, A.G., Shukla, K., **Konold, T.**, & Meyer, P. (2016). *Technical Report of the Virginia Secondary School Climate Survey: 2016 Results for 9th–12th Grade Students and School Staff.* Charlottesville, VA: Curry School of Education, University of Virginia.

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Konold, T.R., Maeng, J.L., & Bell, R.L. (2015). Year 4 (2011-14) Elementary VISTA Teacher Level Impact Analysis: Secondary School Teachers Nature of Science Perceptions: A State-Wide Randomized Control. Charlottesville, VA: Curry School of Education, University of Virginia.

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Konold, T.R., Maeng, J.L., & Bell, R.L. (2015). Year 3 (2013-14) Elementary VISTA Student Level Impact Analysis: Grade 5 Science SOL Achievement with Grade 3 Science SOL covariates Students nested within schools. Charlottesville, VA: Curry School of Education, University of Virginia.

Konold, T.R., Maeng, J.L., & Bell, R.L. (2015). Year 3 (2013-14) Secondary VISTA Student Level Impact Analysis on SOL Science Achievements: Students nested within teachers. Charlottesville, VA: Curry School of Education, University of Virginia.

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Konold, T.R., Maeng, J.L., & Bell, R.L. (2013). Year 1 (2011-12) Secondary VISTA Student Level Impact Analysis: Grade 5 Science SOL Achievement with Grade 3 Science SOL covariates Students nested within schools. Charlottesville, VA: Curry School of Education, University of Virginia.

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Konold, T.R. (2011). Differential item functioning by global regions: An evaluation of the December 2010 CFA international credentialing exam. 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 (1999-2023)
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, Chair (2025-26)
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)
Promotions Internal Review Committee, Chair (2023, 2024, 2025)
Promotions 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 1st place poster presentation
Rebecca Blanchard, 2011 AERA Division J Dissertation of the Year Award Finalist

Recent Doctoral Student Post-Graduation Appointments

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

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