

GREGORY J. PALARDY
gjpaldy@gmail.com
Graduate School of Education
University of California, Riverside

EMPLOYMENT

Academic Appointments

- 2007-present Assistant Professor, University of California, Riverside
Graduate School of Education
- 2003-2007 Assistant Professor, University of Georgia, Athens
Research, Evaluation, Measurement, and Statistics program

Other Relevant Employment

- 2000 Senior Research Associate, Office of Institutional Research, University of
California, Santa Barbara
- 1987-1995 High School Teacher: Taught chemistry, physics, and earth science; coached
track and cross-country

EDUCATION

- Ph. D. Education, University of California, Santa Barbara
Program: Quantitative Research Methodology
Secondary emphasis: Quantitative Methods in the Social Sciences (interdisciplinary doctoral program)
- M. A. Statistics, University of California, Santa Barbara
Department of Applied Probability and Statistics
- M. A. Education, University of California, Santa Barbara
Program: Quantitative Research Methodology
- B. S. Secondary Education, University of Michigan, Ann Arbor
Major: Physical Science. Minor: Chemistry

RESEARCH ACTIVITIES (*=student co-author)

Peer-reviewed Journal Articles

- Palardy, G. J., Rumberger, R. W., & *Butler, T. (In Press). The effect of high school socioeconomic, racial, and linguistic segregation on academic performance and school behaviors. *Teacher College Record*, (73 manuscript pages; Total word count = 20,118).
- Palardy, G. J. (2015). High school socioeconomic composition and student college choice: Multilevel mediation via school organizational habitus, practices, and peer influences. *School Effectiveness and School Improvement*, 26, 398-423.
- Palardy, G. J. (2015). The effects of classroom context, teacher qualifications and effectiveness on achievement gaps in first grade. *Teachers College Record*, 117(2), 1-48.

- Castro-Olivo, S. M., Palardy, G. J., *Albeg, L., & *Williamson, A. A. (2014). Development and validation of the Coping with Acculturative Stress in American Schools (CASAS-A) scale on a Latino adolescent sample. *Assessment for Effective Intervention, 40*.
- Palardy, G.J. (2013). High school socioeconomic segregation and student attainment. *American Educational Research Journal, 50*, 714-754.
- Palardy, G. J. & Vermunt, J. K. (2010). Multilevel growth mixture models for classifying groups. *Journal of Educational and Behavioral Statistics, 35*, 532-565.
- Palardy, G. J. (2010). The multilevel crossed random effects growth model with applications for estimating teacher and school effects: Issues and extensions. *Educational and Psychological Measurement, 70*, 401-419.
- *McClatchey, I. S., Vonk, M. E., & Palardy, G. J. (2009). The long- and short-term efficacy of a weekend camp for treatment of traumatic grief in parentally bereaved children. *OMEGA, 59*, 305-323.
- *Linklater, D. L., O'Connor, R. E., & Palardy, G. J. (2009). Kindergarten literacy assessment of English only and English language learner students: An examination of the predictive validity of three phonemic awareness measures. *Journal of School Psychology, 47*, 369–394.
- *McClatchey, I. S., Vonk, M.E, & Palardy, G. J. (2009). Efficacy of a camp based intervention for childhood traumatic grief. *Research on Social Work Practice, 19*, 19-30.
- Palardy, G. J. (2008). Differential school effects among low, middle, and high social class composition schools: A multilevel, multiple group latent growth curve analysis. *School Effectiveness and School Improvement, 19*, 21-49.
- Palardy, G. J., & Rumberger, R. W. (2008). Teacher effectiveness in the first grade: The importance of background qualifications, attitudes, and instructional practices for student learning. *Educational Evaluation and Policy Analysis, 30*, 111-140.
- Ream, R. K., & Palardy, G. J. (2008). Reexamining social class differences in the availability and the educational utility of parental social capital. *American Educational Research Journal, 45*, 238-273.
- *Meisinger, E. B., *Blake, J. J., Lease, A. M., Palardy, G. J., & Olejnik, S. F. (2007). Variant and invariant predictors of perceived popularity across majority-black and majority-white classrooms. *Journal of School Psychology, 45*, 21-44.
- *Stoner, L., *Sabatier, M., *Vanhiel, L., *Groves, D., Ripley, D, Palardy, G. J., & McCully, K. (2006). Upper versus lower extremity arterial health after spinal cord injury. *Journal of Spinal Cord Medicine, 29*, 138-152.
- Rumberger, R. W. & Palardy, G. J. (2005). Test scores, dropout rates, and transfer rates as alternative measures of school performance. *American Education Research Journal, 42*, 1-42.
- Rumberger, R. W. & Palardy, G. J. (2005). Does segregation still matter? The impact of social composition on academic achievement in high school. *Teachers College Record, 107*, 1999-2045.

Lutz, S., Norrell, R., Bertucio, C., Kachnic, L., Johnson, C., Arthur, D., Schwarz, M., Palardy, G. (2001). Symptom frequency and severity in patients with metastatic or locally recurrent lung cancer: A prospective study using the Lung Cancer Symptom Scale in a community hospital. *Journal of Palliative Medicine*, 4, 157-165.

Book Chapters

Palardy, G. J. (2012). Random coefficients modeling with HLM: Assessment practices and the achievement gap in schools. In G. D. Garson (Ed.), *Hierarchical linear modeling: Guide and applications*. (pp. 183-205). Thousand Oaks, CA: Sage Publication.

Rumberger, R. W. & Palardy, G. J. (2005). Does resegregation matter? The impact of social composition on academic achievement in southern high schools. In J. Boger and G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 127-147). Chapel Hill: University of North Carolina Press.

Park, E. & Palardy, G. (2004). The impact of parental involvement and authoritativeness on academic achievement: A cross ethnic comparison. In S. J. Paik and H. Walberg (Eds.), *Advancing educational productivity: Policy implications from national databases*, (pp. 95-122). Greenwich, CT: Information Age Publishers.

Rumberger, R. W. & Palardy, G. J. (2004). Multilevel models for school effectiveness research. In D. Kaplan (Ed.), *Handbook on quantitative methodology for the social sciences* (pp. 235-258). Thousand Oaks, CA: Sage.

Peer-Reviewed Conference Proceedings

Palardy, G. J. (2011). The inequitable distribution of qualified and effect teachers and minority achievement gap. *Proceedings of the 24th International Congress for School Effectiveness and Improvement*.

Book and Software Reviews

Palardy, G. J. (2011). Review of HLM 7. *Social Science Computer Review*, 29, 515-520.

Technical Reports

Palardy, G. J. (2010). *The effect high school social compositions on educational attainment*. Association for Institutional Research.

Palardy, G. J. (2003). *A comparison of hierarchical linear and multilevel structural equation growth models and their application in school effectiveness research*. American Educational Research Association Grants program.

Palardy, G. J. (2003). *A latent growth curve approach to estimating school effectiveness*. University of California All Campus Consortium on Research for Diversity.

Rumberger, R. W., Larson, K. A., Ream, R. K., & Palardy, G. J. (1999). *The Educational Consequences of Mobility for California Students and Schools*. Berkeley: Policy Analysis for California Education, University of California Berkeley/ Stanford University.

Rumberger, R. W., Larson, K. A., Palardy, G. J., Ream, R. K., & Schleicher, N. C. (1998). *The Hazards of Changing Schools for California Latino Adolescents*. Berkeley, CA: University of California, Berkeley Institute for Social Change.

PRESENTATIONS (*=student co-author; †=invited)

Palardy, G. J. (2015, April). High school organizational habitus and college going behaviors: the role of peer influences and school practices. American Educational Research Association, Chicago.

Palardy, G. J., Rumberger, R. W., & *Butler, T. (2013, September). *The effect of high school segregation on cognitive and non-cognitive skills*. Conference on Segregation, Immigration, and Educational Inequality sponsored by The UCLA Civil Rights Project and the University of Ghent, held in Ghent, Belgium.

Palardy, G. J. (2013, April). High school habitus and college going behaviors. American Educational Research Association, San Francisco.

*Chou, J., *Wolf, J.P. & Palardy, G. J. (2012, June). The efficacy of a cohort-based intervention for improving persistence rates in the biological sciences. Annual Forum of the Association for Institutional Research, New Orleans.

Palardy, G. J. (2012, April). The effect of teacher qualifications, attitudes, and instructional practices on the achievement gap in the early grades. American Educational Research Association, Vancouver.

Leite, W. L., *Sandbach, R., & Palardy, G. J. (2012, April). The effects of teachers' graduate education and experience on student achievement in elementary school: A crossed random effects growth curve model. American Educational Research Association, Vancouver.

Palardy, G. J. (2011, April). *The roles of early environments and teacher quality in Pre-K-Grade 1 Achievement*. American Educational Research Association, New Orleans.

Palardy, G. J. (2011, January). The inequitable distribution of qualified and effect teachers and minority achievement gap. *International Congress for School Effectiveness and Improvement, Cypress*.

†Palardy, G. J. (2010, July). *The mediating effect of peers and school practices on the association between high school socioeconomic composition and attainment*. PACE Policy Research Panel Conference, UC San Diego.

Palardy, G. J. (2010, February). *A multilevel multivariate crossed random effect growth model with applications for value-added modeling of teachers and schools*. Statistical Modeling and Inference Conference to celebrate Murray Aitkin's 70th birthday, Queensland University of Technology, Australia.

Palardy, G. J. (2009, July). *A multilevel piecewise crossed random effects growth model*. Annual meeting of the Psychometric Society, Cambridge University, England.

†Palardy, G. J. (2009, June). *The effect of high school social composition on graduation and college matriculation and persistence*. 49th Annual Forum of the Association for Institutional Research, Atlanta.

- Palardy, G. J. (2009, April). *The association between high school social composition and educational attainment*. American Educational Research Association, San Diego.
- Palardy, G. J. (2008, April). *The direct and indirect effects of socioeconomic composition on student learning*. American Educational Research Association, New York City.
- †Palardy, G. J. (2007, April). *The multilevel growth mixture model and its application in school effectiveness research*. Department of Methodology, Tilburg University, Netherlands.
- Palardy, G. J. & Vermunt, J. K. (2007, April). *Multilevel growth mixture models for classifying group-level observations*. Sixth International Conference on Multilevel Analysis, Amsterdam, Netherlands.
- Palardy, G. J. (2006, April). *Predictors of effective and ineffective schools: An application of multilevel growth mixture model*. American Educational Research Association, San Francisco.
- Ream, R. K. & Palardy, G. J. (2006, April). *Social capital by social class: Class-based differences in the relations between schools and parent networks*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco.
- Ream, R. K. & Palardy, G. J. (2006, February). *Is parental social capital bound by social class position?* Sociology of Education Association Annual Conference, Monterey, California.
- Palardy, G. J. (2005, April). *Multilevel cross-classified and multiple membership growth models for assessing the effects of teacher quality on student learning*. American Educational Research Association, Montreal.
- Palardy, G. J. & Rumberger, R.W. (2005, April). *The relative importance of teacher characteristics, teacher attitudes, and teaching practices on early elementary school students' learning*. American Educational Research Association, Montreal.
- *Kwon, K. & Palardy, G. J. (2005, April). *The effects of school bonding on student learning in early elementary school*. American Educational Research Association, Montreal.
- *Kim, S., *Kwon, K., & Palardy, G. J. (2005, April). *The effect of school characteristics on adolescent adjustment: A multilevel analysis*. American Educational Research Association, Montreal.
- Palardy, G. J. (2005, February). *Growth models for studying cognitive processes*. Institute for Behavioral Research, the University of Georgia.
- †Palardy, G. J. (2005, February). *Multilevel models for studying cognitive processes*. Applied Cognitive Development program, College of Education, University of Georgia.
- †Palardy, G. J. & Rumberger, R. W. (2004, April). *Regional and socioeconomic differences in predictors of effective schools*. American Educational Research Association, San Diego.
- Palardy, G. J. & Rumberger, R. W. (2004, April). *The effects of school size on student learning and dropout rates*. American Educational Research Association, San Diego.
- Palardy, G. J. & Park, E. (2004, April). *The impact of parental involvement and authoritativeness on academic achievement: A cross national comparison*. American Educational Research Association, San Diego.

†Palardy, G. J. (2003, April). *A multilevel latent growth curve for evaluating school effectiveness*. Quantitative Methods in the Social Sciences Program, University of California, Santa Barbara

†Palardy, G. J. (2003, February). *A new model for the evaluation of school effectiveness: Multilevel latent growth curve analysis*. UC ACCORD.

Palardy, G. J. (2002, April). *A new model for the evaluation of school effectiveness: Multilevel latent growth curve analysis*. American Educational Research Association, New Orleans.

Palardy, G. J. (2002, April). *Latent growth curve vs. HLM growth models: A comparison*. American Educational Research Association, New Orleans.

Rumberger, R. W. & Palardy, G. J. (2002, April). *Raising test scores and lowering dropout rates: Can schools do both?* American Educational Research Association, New Orleans.

†Palardy, G. J. (2002, January). *Multilevel models for estimating school effects*. Quantitative Methods in the Social Sciences Program, University of California, Santa Barbara.

Conference Session Chair/Discussant

Palardy, G. J. (May 2013). Chair: Sample Size and Mixture Models. American Educational Research Association, Multilevel Modeling SIG, San Francisco.

Palardy, G. J. (April 2012). Chair: Multilevel Models and Applications. American Educational Research Association, HLM SIG, Vancouver, CA.

Palardy, G. J. (April 2011). Discussant of paper session: Analysis of Cross-Classified Data, Multilevel Outliers, and Reporting of Multilevel Models. American Educational Research Association, HLM SIG, New Orleans.

Palardy, G. J. (May 2010). Discussant of paper session: Beyond Two-Level Models: Models and Methods for Complex Data Structures. American Educational Research Association, HLM SIG, Denver.

Palardy, G. J. (July 2009). Chair: Growth Curve and Longitudinal Models. International Meeting of the Psychometric Society, Cambridge University, UK.

RECOGNITION, AWARDS, and FELLOWSHIPS

Selected as reviewer for Institute for Educational Sciences (IES) grant review panel on Education Systems and Broad Reform Research for 2014, 2015.

Outstanding Reviewer, 2012, *American Educational Research Journal*.

Outstanding Reviewer, 2011, *American Educational Research Journal*.

Top Cited Article, 2011. *Journal of School Effectiveness and School Improvement*.

University of California All Campus Consortium on Research for Diversity (UC ACCORD), Dissertation Fellowship (2002-2003). Funded by the University of California Office of the President. \$20,000.

American Educational Research Association, Dissertation Fellowship (2001-2003). Funded by the National Science Foundation. \$15,000.

The Relationship Between Teacher Effectiveness and Classroom Composition in Early Elementary School (2006 and 2007). National Academy of Education/Spencer Foundation post-doctoral fellowship. \$55,000. Not funded, but selected as 1 of 40 finalists from several hundred applications.

GRANTS

Funded Research Grants

The Consequences of Ignoring Neighborhood Context When Estimating School Performance and Achievement Gaps (2015-16). Awarded by the Haynes Foundation. \$12,000. Principal Investigator.

The Effect of High School Composition on Student Educational Attainment (2008-10). Awarded by the Association for Institutional Research with funding from the National Center for Educational Statistics and the National Science Foundation. \$40,000. Principal Investigator.

Estimating Teacher Effects: Teacher Quality and its Equitable Distribution in Early Elementary School (2006-08). Awarded by American Educational Research Association with funding the National Science Foundation. \$35,000. Principal Investigator.

Academic Achievement in Early Elementary School: The Relative Importance of Family Background, Teacher, and School Quality (2006). Awarded by the Georgia Foundation (internal). \$5,000. Principal Investigator.

The Impact of School Size on Student Educational Outcomes (2004). Awarded by the Georgia Foundation (internal). \$7,500. Principal Investigator.

Does Segregation Matter? The Effects of Economic and Racial Segregation on Mean Achievement Growth in American High Schools (1999-2001). Awarded by American Educational Research Association with funding the National Science Foundation. \$15,000. Co-Principal Investigator with Russell Rumberger, University of California, Santa Barbara.

In-Review Research Grants

The Consequences of Ignoring Summer When Estimating School-Based Educational Effects (2015-16). Institute for Educational Science. \$77,000. Principal Investigator.

Increasing underrepresented students' enrollment and graduation from STEM degree programs via engagement in the "NASA Air and Life Challenge" (2015-18). National Aeronautics and Space Administration. \$808,000. Co-Investigator.

Grants for Training

National Center for Education Statistics ECLS-K Training Seminar (2003). Sponsored by U.S. Department of Education and National Center for Educational Statistics. ≈\$1,500.

AERA Institute on Statistical Analysis for Education Policy (1999). Sponsored by American Educational Research Association with funding from NCES and NSF. ≈\$1,500.

National Center for Education Statistics TIMSS Training Seminar (1999). Sponsored by U.S. Department of Education and National Center for Educational Statistics. ≈\$1,500.

Other Research Grant Proposals (not funded)

Improving the Quality of Assessment Tools used in Multi-Tiered Systems with EL Significance (2012 and 2013). Institute for Educational Science. \$1,580,000. Co-Investigator with P.I. Mike Vanderwood.

Equitable Access to Effective Teachers and the Achievement Gap (2011). Spencer Foundation. \$40,000. Principal Investigator.

Evaluating the Effectiveness of School–Wide Positive Behavioral Support: A Randomized Longitudinal Treatment–Wait list Control Group Study (2005). Institute for Educational Science. \$1,250,000. Co-Principal Investigator with Mack Burke, Richard Boon, and Cecil Fore, University of Georgia.

Evaluation of Item Bias on NAEP Reading and Mathematics Tests (2005), U.S. Department of Education. \$2,500,000. Co-Investigator, with P.I. Allan Cohen, University of Georgia.

Statistical Models for Assessing the Effects of Teacher Quality on Student Learning (2005). Institute of Education Science, unsolicited grant program. \$78,800. Principal Investigator.

Project Early Literacy and Reading Support: A Randomized Experiment of the Effect of Using DIBELS for Progress Monitoring Feedback (2005). Institute for Educational Science. \$1,100,000. Co-Principal Investigator with Mack Burke, Richard Boon, and Cecil Fore, University of Georgia.

Multilevel Discrete Mixture IRT Models for Educational and Psychological Tests (2004), National Science Foundation. \$337,894. Co-Investigator with P.I. Allan Cohen, University of Georgia.

TEACHING: Courses Taught*University of California, Riverside (Quarter System)*

EDUC 214 Statistical Inference and Hypothesis Testing
 EDUC 218 Program Evaluation in Education
 EDUC 234 Multilevel Models (developed new course at UCR)
 EDUC 269E Multiple Regression
 EDUC 241C Introduction to Quantitative Methods
 EDUC 216 Multivariate Statistics
 EDUC 212 Research Methodology
 EDUC 020 Educational Policy (undergraduate)

University of Georgia (Semester System)

ERSH 8770 Multilevel Models (developed new course at UGA)
 ERSH 8320 Multiple Regression Analysis
 ERSH 6300 Introductory Statistics
 ERSH 4200 Research Methods in Education

University of California, Santa Barbara

ED 201B Survey Research Methods (teaching assistant for Professor Russell Rumberger)
 ED 216D Structural Equation Modeling (teaching assistant for Professor Sehee Hong)

Summary of Recent Student Course Evaluations

Term	Course Label	Description	Enrollment	Location	Overall Teaching
Fall 2014	EDUC 241C	Introductory Statistics	13	UCR	4.90
	EDUC 218	Evaluation Research	5	UCR	5.00
Winter 2014	EDUC 234	Multilevel Modeling	19	UCR	5.00
Fall 2013	EDUC 241C	Introductory Statistics	16	UCR	4.50
	EDUC 218	Evaluation Research	8	UCR	4.80
Spring 2013	EDUC 020	Educational Policy	22	UCR	4.46
Fall 2012	EDUC 234	Multilevel Modeling	22	UCR	4.90
	EDUC 218	Evaluation Research	9	UCR	5.00
Fall 2011	EDUC 234	Multilevel Modeling	19	UCR	4.73
	EDUC 212	Research Methods	11	UCR	4.60
Spring 2011	EDUC 216	Multivariate Statistics	17	UCR	4.83
Winter 2011	EDUC 234	Multilevel Modeling	15	UCR	4.92
Fall 2010	EDUC 212	Research Methods	17	UCR	4.71
Winter 2010	EDUC 234	Multilevel Modeling	7	UCR	4.86
Fall 2009	EDUC 214	Linear Modeling	18	UCR	5.00
Spring 2009	EDUC 216	Multivariate Statistics	19	UCR	4.80
Winter 2009	EDUC 269E	Multilevel Modeling	9	UCR	4.33
Fall 2008	EDUC 241C	Introductory Statistics	9	UCR	4.74

Note: Rating scale ranges from 1 = poor to 5 = excellent.

STUDENT ADVISEMENT (2007-present, UCR only)

- Ph.D. Advisees (5) †= currently under my advisement

Robert Crosby (Graduated 2013), Daniel Patterson (ABD, 2013-present), Truman Butler (2012-present), Luyao Peng (2012-present) †, Allan Taing (2012-present) †

- M.A. Advisees (5)

Quan Chen (Graduated 2010), Jing Xu (Graduated 2012), Emi Matsumoto (Graduated 2012), Yijing Li (Graduated 2013), Yuting Lin (2013-present)

- In addition, I have served on 26 doctoral committees and 17 masters committees.

SERVICE ACTIVITIESService to the University

Director of study on the efficacy of a cohort-based intervention for improving undergraduate major persistence rates in the biological sciences; Department of Botany and Plant Sciences (2011-12).

Academic Senate Committee on Courses, University of California, Riverside (2011-2014)

Professional Schools Subcommittee Chair, (2012-2014)

Academic Integrity committee (2009-2013)

Academic Senate Committee on Scholarships and Honors, University of California, Riverside (2007-09).

Service to the Department

Teacher Education Committee, Graduate School of Education, University of California, Riverside (2013-present)

Chair (Elected), Graduate Advisory Committee, Graduate School of Education, University of California, Riverside (2011-12)

Graduate Advisory Committee, Graduate School of Education, University of California, Riverside (2012-13)

Executive Committee (Elected), Graduate School of Education, University of California, Riverside (2009-11)

School-wide Faculty Search Committee, Graduate School of Education, The University of California, Riverside (2010-11)

Ad hoc committee on the GSOE Social Foundations program emphasis, Graduate School of Education, The University of California, Riverside (2008-2009).

Ad hoc committee on the GSOE environment, Graduate School of Education, The University of California, Riverside (2008).

School-wide Faculty Search Committee, Graduate School of Education, The University of California, Riverside (2007-08)

Research, Evaluation, Measurement, and Statistics committee, Department of Educational Psychology and Instructional Technology, University of Georgia (2003-2007).

Sunshine committee, Department of Educational Psychology and Instructional Technology, University of Georgia (2003-2007).

Committee for the establishment of the Georgia Center for Policy and Evaluation, University of Georgia (2006-2007).

Space committee, Department of Educational Psychology and Instructional Technology, University of Georgia (2006-2007).

Curriculum committee, Department of Educational Psychology and Instructional Technology, University of Georgia (2005).

Service to State and Community Organizations

Statistical Evaluation Advisor, evaluation of the effectiveness of programs funded by Title V, Basic Skills, STEM grants. Riverside City College (2009-2012).

Advisor to state-wide panel on *No Child Left Behind Act* school effectiveness evaluation. Georgia Department of Education (2004-2005).

Statistical Evaluation Advisor, teacher effectiveness evaluation, Clarke County School District (2003-2004).

Statistical Analyst, Williams Lawsuit, ACLU-sponsored class-action suit against the State of California for equality of educational opportunity (2001-02)

Statistical and Design Evaluation Analyst, Parent Institute for Quality Education, San Diego and Oxnard school districts (1998-99)

Service to the Profession

Editorial Board

School Effectiveness and School Improvement (2010-present)

Chair and Vice Chair

Hierarchical Linear Modeling SIG, American Educational Research Association (2010-12)

Ad-Hoc Journal Reviewer (Alphabetical)

Substantive Reviews

American Educational Research Journal (2003-present)

American Journal of Speech-Language Pathology (2004)

American Sociological Review (2010)

Applied Measurement in Education (2007)

Educational Evaluation and Policy Analysis (2004-present)

Educational Researcher (2004)

Journal of Clinical Psychology (2012)

Journal of Educational Psychology (2011-present)

Journal of Learning Disabilities (2007)

School Effectiveness and School Improvement (2005-present)

Sociology of Education (2008-present)

Teachers College Record (2006-present)

Methodology Reviews

Communications in Statistics - Simulation and Computation (2011)

Experimental Education (2014-present)

Journal of Educational and Behavioral Statistics (2009-present)

Journal of Research on Educational Effectiveness (2012-present)

Psychological Methods (2011-present)

Structural Equation Modeling (2008-2011)

Conference Proposal Reviewer

American Educational Research Association (2003-2011): Division D (Statistics), HLM SIG, School Effectiveness SIG, and Advanced Studies of National Databases SIG.

Grant Reviewer

National Science Foundation, Division of Social and Economic Sciences (2008-present)

UC ACCORD (2007, 2008)

California Dropout Research Project (2008)

Professional Affiliations

American Education Research Association; Psychometric Society