

## CURRICULUM VITAE

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### EDUCATION

- 1984 Harvard University  
Ed.D. in Policy Analysis and Evaluation  
Concentration in statistics and research design
- 1979 – 1980 Harvard University  
Ed.M. in Administration, Planning and Social Policy
- 1964 – 1968 Harvard University  
B.A. in Social Studies, in interdisciplinary major, with concentration  
on social theory concerning the problems of industrial societies

### AWARDS AND ACADEMIC HONORS

- 2009 Doctor Honoris Causa, Katholieke Universiteit Leuven (K.U. Leuven) Faculty of Psychology and Educational Sciences, Leuven, Belgium
- 2008 American Educational Research Association (AERA) Fifth Annual *Brown* Lecture in Education Research
- 2006 Distinguished Contributions to Research in Education Award, American Educational Research Association
- 2001 – present Fellow, American Academy of Arts and Sciences
- 1998 – present Member, National Academy of Education
- 2006 Robert Park Award of the Community and Urban Section of the American Sociological Association for "*Seeing Disorder: Neighborhood Stigma and the Social Construction of Broken Windows*" (with Robert Sampson)
- 2004 Angoff Memorial Lecture, Educational Testing Service (ETS)
- 2004 Harvard Graduate School of Education's Alumni Council Award for Outstanding Contribution to Education
- 2004 Palmer O. Johnson Award, American Educational Research Association (with David K. Cohen and Deborah Ball)
- 2003 Cliff Clogg Memorial Lecture, Pennsylvania State University, Department of Sociology and Statistics
- 2001 – 2005 Senior Fellow, Michigan Society of Fellows
- 2000 Selected as Fellow, Center for Advanced Study in the Behavioral Sciences
- 2000 Robert Park Award of the Community and urban section of the American Sociological Association or "*Systematic Observation of Public Spaces*" (with Robert Sampson)
- 1993 Raymond B. Cattell Early Career Award of the American Educational Research Association
- 1993 William J. Davis Award of the American Educational Research Association
- 1992 George Z.F. Bereday Outstanding Scholarship Award of the Comparative and International Educational Society
- 1991 Michigan State University's Teacher-Scholar Award
- 1990 State of Michigan Teaching Excellence Award
- 1990 Master Lecturer Award, Michigan Psychological Association
- 1982 Doctoral qualifying paper passed with Distinction

- 1980            Lehmann Scholarship, awarded each year to the outstanding scholar in each of  
                  Harvard's professional schools  
1968            B.A. awarded *Magna Cum Laude*, Harvard College

## PROFESSIONAL EXPERIENCE

- 2005 – present            **University of Chicago**  
Lewis-Sebring Distinguished Service Professor, Department of Sociology  
and the College; and Chair, Committee on Education
- 2002 – 2005            **University of Michigan**  
Professor, (by courtesy) Department of Sociology  
2000 – 2005            Professor, (by courtesy) Department of Statistics  
1998 – 2005            Professor, School of Education  
1998 – 2005            Research Professor, Survey Research Center, Institute for Social Research
- 1993 – 1997            **Michigan State University**  
Professor, Research Design and Statistics, Department of Counseling,  
Educational Psychology and Special Education
- 1991 – 1992            **Harvard University**  
Visiting Associate Professor, Department of Maternal and Child Health  
Harvard School of Public Health
- 1988 – 1992            **Michigan State University**  
Associate Professor, Research Design and Statistics, Department of Counseling,  
Educational Psychology and Special Education
- 1984 – 1988            Assistant Professor in Research Design and Statistics in the College of  
Education, Department of Counseling, Educational Psychology and Special  
Education
- 1984                    **Harvard University**  
Instructor, Methods of Inquiry
- 1981 – 1983            **Huron Institute**  
Research Associate
- 1976 – 1980            **Massachusetts Institute of Technology**  
Sponsored Research Staff
- 1974                    **Treatment Alternatives to Street Crime**  
Developed educational and employment opportunities for participants in a career  
development program for rehabilitated drug addicted or drug dependent offenders
- 1972 – 1974            **Dorchester Neighborhood Employment Center**  
Employment placement interviewer
- 1969 – 1970            **U.S. Army**  
Honorably discharged as Specialist Fifth Class

## PROFESSIONAL SERVICE

### National Committees:

2008 – 2009	Chair, National Academy of Sciences Committee on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods
2007	Member, National Academy of Education Board of Directors
2002 – 2006	Advisory Committee, Center for Education, National Academy of Science
2002 - 2006	Member, Independent Review Panel for National Evaluation of Title I
2000 – 2004	Member, Governing Board of the National Science Foundation, American Educational Research Association Grants Program
2002	Member, Advisory Council on Education Statistics
2002	Co-chair, Committee on Humanities Indicators, American Academy of Arts and Sciences
1994 – present	Program Advisory Committee, Inter-university Consortium on Political and Social Research
1998 – 2001	Member, Committee on Integrating the Science of Early Childhood Development, National Academy of Sciences
1998 – 2001	Program Advisory Committee on Research Conference Grants of The Spencer Foundation
1997 – 1999	Member, Committee on Assessment for Title I, National Academy of Science
1995 – 1998	Visiting Panel for Research Educational Testing Service
1994 – 1998	Program Advisory Committee of the Spencer Foundation, Human Development and Aging Study Section, National Institute of Health
1994 – 1996	Technical Review Panel, Early Childhood Longitudinal Study of the National Center for Educational Statistics
1993 – 1998	Chair, Management Committee, <i>Journal of Educational and Behavioral Statistics</i>
1994 – 1996	Statistical Advisory Board, National Head Start Transition Project
1989 – 1991	Statistical Consultant to Aguirre International Research on its six-year longitudinal study of bilingual education, funded by the U.S. Office of Education

### Editorial Boards:

2006 – present	Associate Editor, <u><i>American Journal of Sociology</i></u>
2003 – present	Associate Editor, <u><i>Measurement: Interdisciplinary Research and Perspectives</i></u>
2000 – present	Associate Editor, <u><i>American Educational Research Journal</i></u>
2000 – present	Associate Editor, <u><i>Annual Review of Sociology of Education</i></u>
2000 – 2003	Coordinating Editor, <u><i>American Journal of Sociology</i></u>
1999 – present	Associate Editor, <u><i>Sociology of Education</i></u>
1997 – present	Associate Editor, <u><i>Educational Evaluation and Policy Analysis</i></u>
1996 – present	Associate Editor, <u><i>American Journal of Education</i></u>
1995 – present	Associate Editor, <u><i>Journal of Educational Measurement</i></u>
1989 – present	Associate Editor, <u><i>Journal of Educational and Behavioral Statistics</i></u>
1993 – 1995	Editorial Board, <u><i>Psychological Bulletin</i></u>
1991 – 1994	Associate Editor, <u><i>New Directions in Program Evaluation</i></u>
1987 – 1992	Associate Editor, <u><i>Evaluation Review</i></u>
1986 – 1990	Editorial Advisory Board Member, <u><i>Education Measurement</i></u> .

## Other Service:

1985 – present Referee for the following publications/organizations:

American Educational Research Journal, American Journal of Education, American Journal of Sociology, American Sociological Review, American Statistician, Anthropology in Education Quarterly, Cambridge University Press, Comparative Education Review, Curriculum Review, Economic and Social Research Council, Great Britain, Educational Researcher, Evaluation Review, International Journal of Educational Research, Journal of Clinical and Consulting Psychology, Journal of Educational and Behavioral Statistics, Journal of Educational Psychology, Journal of Family Psychology, Journal of Marriage and the Family, Journal of Research on Crime and Delinquency, Journal of The American Statistical Association, Journal of The Royal Statistical Society, National Institutes of Health, National Science Foundation, Springer/Verlog Publishing, Office of Educational Research and Improvement, US Department of Education, Personality and Social Psychology Bulletin, Prentice-Hall Publishing Co., Psychological Bulletin, Psychological Methods, Psychometrika, School Effectiveness and School Improvement, SIAM Journal on Matrix Analysis, Sociology of Education, Statistical Science

Member of the following organizations:

2005 – present American Sociological Association  
1992 – present American Society of Criminology  
1985 – present American Educational Research Association  
1982 – present American Statistical Association  
1987 – 1992 Comparative and International Education Society  
1985 – 1994 National Council on Measurement in Education

## GRANTS

Principal Investigator, “Improving the Contribution of Schooling to Skills Required for Labor Market Success” sponsored by the Institute of Education Sciences, \$4,902,276, September 2009 – August 2014.  
Principal Investigator, “Development of Accessible Methodologies and Software in Hierarchical Models with Missing Data” sponsored by the Institute of Education Sciences administered through the National Opinion Research Center NORC, \$1,184,992, March 1, 2009 – February 28, 2012.  
Co-Investigator, “Environmental & Biological Variation and Language Growth” sponsored by the National Institute of Health, \$7,700,000, April 2008 – March 2013.  
Principal Investigator, “Identifying Mobility Pathways and Effects of Mobility on Peer Social Networks and Academic Achievement in Chicago Elementary Schools” sponsored by the John D. and Catherine T. MacArthur Foundation, \$300,000, January 2007 – January 31, 2010.  
Principal Investigator, “Predoctoral Interdisciplinary Research Training Program in the Education Sciences” sponsored the Institute of Education Sciences, \$4,399,467, May 2005 – April 2010.  
Principal Investigator, “Improving Research on Instruction: Models, Designs, and Analytic Methods” Sponsored by the Spencer Foundation, \$1,076,949, May 2006 – April 2010.  
Principal Investigator, “Building Capacity for Evaluation Group-Level Interventions” sponsored by the William T. Grant Foundation, \$124,947 January 2006 – December 2009.  
Co-Investigator, “School Compensation for Lottery Data: the University of Chicago-Run Charter Schools” sponsored by the Spencer Foundation, \$30,000 February 2006 – June 2009.  
Principal Investigator, “Building Capacity for Evaluating Group-Level Interventions” sponsored by the William T. Grant Foundation, \$250,000, October 2003 – December 2006.  
Co-Investigator, “Collaborative to enhance and archive research materials from PHDCN,” sponsored by the John D. and Catherine T. MacArthur Foundation, \$200,000, October 2003.  
Co-Investigator, “Michigan Colloquium and Social Justice in Education,” sponsored by the Community Foundation for Southeastern Michigan/W.K. Kellogg Foundation, \$50,000, March 2003.

- Principal Investigator, "Statistical Methods and Consultation for Studying School and Neighborhood Effects on Alcohol Use and Dependence," subcontract to Harvard, prime sponsor NIAA, \$182,332, Sept. 2002.
- Principal Investigator, Ecometrics: "New Directions for Multilevel Spatial Analysis in the Social Sciences", sponsored by the National Science Foundation, \$299,995, August 2002.
- Principal Investigator, "Analytic Support for the Project on Human Development in Chicago Neighborhoods", subcontract to Harvard, prime sponsor John D. and Catherine T. MacArthur Foundation, \$45,000, Jan. 2002.
- Principal Investigator, "The Chicago Community Study, Wave II/Project on Human Development in Chicago Neighborhoods" subcontract to Harvard, prime sponsor National Institute of Justice, \$300,000, Dec., 2000. **Supplement** to conduct Systematic Social Observation data collection, \$230,000 May, 2002.
- Principal Investigator, "Longitudinal Evaluation of School Change and Performance (LESCP): A Secondary Analysis" subcontract to WESTAT, prime sponsor U.S. Department of Education. \$99,471, August 2001.
- Senior Investigator, "MI Interdisciplinary Center on Social Inequalities, Mind & Body" funded by the National Institute for Health, October 1999, \$1,334,814. Principal Investigator: Dr. George Kaplan, UM, School of Public Health.
- Principal Investigator, "Analytic Support for the Project on Human Development in Chicago Neighborhoods" funded by the National Institute of Mental Health and the John D. and Catherine T. MacArthur Foundation, \$528,176, January, 1998.
- Principal Investigator, "Analytic Support for Predictors and Consequences of Exposure to Violence" funded by National Institute of Mental Health and Harvard University, \$588,000, February 1997.
- Principal Investigator, "Optimal Design for Multilevel and Longitudinal Research" funded by National Institute of Mental Health, Services Research Branch, \$395,754, December 1996.
- Principal Investigator, "Analytic Support for Project on Human Development in Chicago Neighborhoods" with funds from the John D. and Catherine T. MacArthur Foundation, \$79,359, August, 1996.
- Co-Investigator, "Schooling and Cognitive Development: Analytic Support" funded by National Institute of Child Health and Human Development and Loyola University, \$13,132, September 1996.
- Principal Investigator, "The Relationship Between Subdomains of Adult Literacy and Labor Force Outcomes" with funds from Statistics Canada, \$100,000, May, 1995.
- Principal Investigator, "Methodological Alternatives in the Analysis of Data from NAEP," funded by the National Center for Education Statistics, \$62,475, May, 1995.
- Principal Investigator, "Analytic Support for the Program on Human Development in Chicago Neighborhoods: Amended Phase I Scope of Work," with funds from the John D. and Catherine T. MacArthur Foundation, \$53,451, May 1995.
- Principal Investigator, "Social Origins, Educational Attachment, and Labor Force Outcomes: A Cross-National Investigation" with funds from Statistics Canada, \$194,262, September, 1994.
- Principal Investigator, "Analytic Support for the Program on Human Development in Chicago Neighborhoods: Phase I Scope of Work," with funds from the John D. and Catherine T. MacArthur Foundation, \$139,000, 1994.
- Principal Investigator, "State-to-State Variation in the Social Distribution of Mathematics Achievement," funded by the National Center for Education Statistics, \$115,754, March, 1994.
- Principal Investigator, "Synthesizing Cross-National Effects Data: Alternative Models and Methods," funded by the National Center for Education Statistics, \$87,311, May 1, 1993 (with supplemental funding January 11, 1994).
- Principal Investigator, "Analytic Models for Individual Change in Social Context," funded by the John D. and Catherine T. MacArthur Foundation, \$73,534, January, 1991.
- Principal Investigator, "Analytic Models for Individual Change in Social Context," funded by the John D. and Catherine T. MacArthur Foundation, \$29,000, January, 1991.
- Principal Investigator, "On-The-Job Improvements in Teacher Competence: Policy Options and Their Effects on Teaching and Learning." Funded by the World Bank for \$20,000.00, December, 1990.
- Principal Investigator, "Crossed Random Effects Models: Estimation and Applications in Educational Research." All-University Research Grant, \$8,012 funded July 1990.
- Contributor to research proposal to the U.S. Agency for International Development entitled "Improving Primary School Quality in Thailand," funded in June, 1988, for \$ 159,000.00.

- Principal investigator grant from Grand Rapids Public Schools item analysis for new testing program, 1987, \$1,432.00.
- Contributor to research proposal to the U.S. Department of Education entitled "The Relationship of Content to School Workplace Conditions, Teaching and Student Outcomes," funded, 1987. (A collaborative project involving Stanford University and Michigan State University.)
- Co-author and co-principal investigator in proposal to Spencer Foundation for Research grant entitled "Application of Hierarchical Linear Models in Educational Research: for \$98,000, 1985 (\$38,704 to Michigan State University); funded, 1985.
- Contributor to research proposal to the United States Agency for International Development for "Project BRIDGES: Basic Research and Implementation in Developing Systems," with Michigan State University as sub-contractor and Harvard University as lead institution: funded, 1985 (\$537,000 for the Thailand component).
- Co-author of teacher in-service training proposal to the National Institute of Education for "Project STILE (Student Teacher Interactive Learning Environments," for \$148,000: funded, 1980 (Project validated as exemplary by the Massachusetts Department of Education, 1979).

## BOOKS

- Raudenbush, S.W. and Bryk, A.S. (2002). *Hierarchical Linear Models (Second Edition)*. Thousand Oaks: Sage Publications.
- Bryk, A.S., & Raudenbush, S.W. (1992). *Hierarchical Linear Models in Social and Behavioral Research: Applications and Data Analysis Methods (First Edition)*. Newbury Park, CA: Sage Publications.
- Raudenbush, S.W., & Willms, J.D. (1991). *Schools, Classrooms, and Pupils: International Studies of Schooling from a Multilevel Perspective*. (Eds.) San Diego: Academic Press.

## PUBLISHED ARTICLES AND CHAPTERS

- Clark, D. E., Hannan, E. L. & Raudenbush, S.W. (in press). Using a hierarchical model to estimate risk-adjusted mortality for hospitals not included in the reference sample. *Health Services Research*.
- Raudenbush, S. W. (in press). Can School Improvement Reduce Racial inequality? In Tate, W.F. & Yeakey, C.C. (Eds.), *Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility*. Washington, DC: American Educational Research Association.
- Raudenbush, S.W. (in press). Connecting Developmental Science to Educational Policy by Studying Classroom Instruction. In Stein, N.L. (Eds.) *Developmental Science Goes to School*. New York: Routledge.
- Shin, Y., & Raudenbush, S.W. (in press). The causal effect of class size on academic achievement: multivariate instrumental variable estimators with Tennessee class size data missing at Random. *Journal of Educational and Behavioral Statistics*.
- Shin, Y., & Raudenbush, S. W. (in press). A latent cluster mean approach to the contextual effects model with missing data. *Journal of Educational and Behavioral Statistics*.
- Raudenbush, S. W. (2009). Adaptive centering with random effects: An alternative to the fixed effects model for studying time-varying treatments in school settings. *Journal of Education, Finance and Policy*. Vol. 4, No. 4, pp 468 – 491.
- Reardon, S.F. & Raudenbush, S. W. (2009). Assumptions of value-added models for estimating school effects. *Journal of Education, Finance and Policy*. Vol. 4, No. 4, pp 492-519.
- Spybrook, J. & Raudenbush, S. W. (2009). An examination of the precision and technical accuracy of the first wave of group randomized trials funded by the Institute of Education Sciences. *Educational Evaluation and Policy Analysis*. Vol. 31, No. 3, pp 298 – 318.
- Verbitsky-Savitz, N., & Raudenbush, S.W., (2009). Exploiting spatial dependence to improve measurement of neighborhood social processes. *Sociological Methodology*. Vol. 39, No. 1, pp 151-183.
- Raudenbush, S.W., (2009). The Brown Legacy and the O'Connor challenge: Can school improvement reduce racial inequality? *Educational Researcher*, Vol. 38, No. 3, pp 169-180.

- Raudenbush, S.W. (2009). Analyzing Effect Sizes: Random-Effects Models. In Cooper, H. Hedges, L.V. & Valentine J.C. (Eds.), *The Handbook of Research Synthesis*. (pp. 295 – 315). New York, NY: Russell Sage Foundation.
- Raudenbush, S.W. (2008). Review of *Social Choice with Partial Knowledge of Treatment Response*, by Manski, C. *American Journal of Sociology*, 113(6), 1741-1745.
- Raudenbush, S.W. (2008). Targets of Inference in Hierarchical Models for Longitudinal Data. In G. Fitzmaurice, M. Davidian, G. Molenberghs & G. Verbeke. (Eds.), *Longitudinal Data Analysis: A Handbook of Modern Statistical Methods* (pp. 167-197). Chapman & Hall/CRC Press.
- Martinez, A., & Raudenbush, S.W. (2008). Measuring and Improving Program Quality: Reliability and Statistical Power. In M. Shin & H. Youshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 333-349). New York, NY: Oxford University Press.
- Hong, G., & Raudenbush, S.W. (2008). Causal inference for time-varying instructional treatments. *The Journal of Educational and Behavioral Statistics*, 33(3), 333-362.
- Raudenbush, S.W., & Sadoff, S. (2008). Statistical inference when classroom quality is measured with error. *Journal of Research on Educational Effectiveness*, 1(2), 138-154.
- Sampson, R.J., Sharkey, P., & Raudenbush, S.W. (2008). Durable effects of concentrated disadvantage on verbal ability of African-American children. *Proceedings of the National Academy of Science*, 105(3), 845-852.
- Raudenbush, S.W. (2008). Advancing Educational Policy by Advancing Research on Instruction. *The American Educational Research Journal*, 45(1), 206-230.
- Raudenbush, S.W. (2008). Many Small Groups. In J. de Leeuw & E. Meijer (Eds.), *Handbook of Multilevel Analysis*. (pp. 207-236). New York, NY: Springer.
- Raudenbush, S. W. (2008). Designing Field Trials of Educational Innovations. In B. Schneider & S. K. McDonald (Eds.) *Scale Up in Education: Issues in Practice 2*, 23-41. New York, NY: Rowan & Littlefield.
- Shin, Y., & Raudenbush, S. W. (2007). Just-identified versus over identified two-level hierarchical linear models with missing data. *Biometrics*, 63(4), 1262-1268.
- Knowles, T., Raudenbush, S.W., & Webber, H. (2007). Chicago refines the role of the research university in urban schools. *Education Week*, 26(43), 32-34.
- Raudenbush, S.W., Martinez, A., & Spybrook J. (2007). Strategies for improving precision in group-randomized experiments. *Educational Evaluation and Policy Analysis*, (29)1, 5-29.
- Connor, C.M., Craigs, H.K., Raudenbush, S.W., Heavner, K., & Zwolan, T.A. (2006). The age at which young deaf children receive cochlear implants: Is there an added value for early implantation? *Ear and Hearing*, 27(6), 628-644.
- Hong, G., & Raudenbush, S. W. (2006). Evaluating kindergarten retention policy: A case study of casual inference for multi-level observational data. *Journal of American Statistical Association*, 101(474),901-910.
- Reardon, S., & Raudenbush, S. W. (2006). A partial independence item response model for surveys in which responses to filter questions determine whether subsequent questions are asked. *Sociological Methodology*, 36(1),257-300.
- Chan, W., & Raudenbush, S.W. (2006). Maximum likelihood estimation in generalized linear mixed models using Monte Carlo methods: Application to small-area estimation of breast cancer mortality. *Chinese Journal of Applied Probability and Statistics*, 22(1).
- Johnson, C., & Raudenbush, S.W. (2006). A repeated measures, multilevel Rasch model with application to self-reported criminal behavior. In C.S. Bergeman & S.M. Boker (Eds.) *Methodological Issues in Aging Research*. (pp.131-164). New York, NY: Routledge.
- Novak, S.P., Reardon, S., & Raudenbush S.W. (2006). Retail Tobacco Outlet Density and Youth Cigarette Smoking: A Propensity-Modeling Approach. *American Journal of Public Health*. 96(4) 670-676.
- Harrison, D., & Raudenbush, S.W. (2006). Linear regression and hierarchical linear models. In J. Green, G. Camilli, & Elmore, P. (Eds.) *Complementary Methods in Education Research*. (pp.411-426). Washington, DC: American Educational Research Association.
- Bingenheimer, J., Leventhal, T., Brooks-Gunn, J., & Raudenbush, S.W. (2005). Measurement equivalence for two dimensions of children's home environments. *Journal of Family Psychology*.19(3), 441-55.
- Raudenbush, S.W. (2005). How do we study what happens next? *Annals of the American Academy of Political and Social Science*, 601(1), 131-144.
- Hong, G., & Raudenbush, S.W. (2005). Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics. *Educational Evaluation and Policy Analysis*, 27(3), 205-224.

- Raudenbush, S.W. (2005). Learning from attempts to improve schooling: The contribution of methodological diversity. *Educational Researcher*, 34(5), 25-31.
- Ewing, R., King, M.R., Raudenbush, S.W., & Clemente, O.J. (2005). Turning highways into main streets: Two innovations in planning methodology. *Journal of the American Planning Association*, 71(3) 1-14.
- Hannan, E.L., Wu, C., DeLong, E.R., & Raudenbush, S.W. (2005). Predicting risk-adjusted mortality for CABG surgery: Logistic vs. hierarchical logistic models. *Medical Care*, 43(7), 726-735.
- Sampson, R.J., Morenoff, J.D., & Raudenbush, S.W. (2005). Social anatomy of racial and ethnic disparities in violence. *American Journal of Public Health*, 95 (2), 224-232.
- Sampson, R.J., & Raudenbush, S.W. (2005). Neighborhood stigma and the perception of disorder. *Focus*, 24(1), 7-11.
- Raudenbush, S.W. (2004). What are value-added models estimating and what does this imply for statistical practice? *Journal of Educational and Behavioral Statistics*, 29(1), 121-129.
- Raudenbush, S.W. (2004). *Schooling, statistics, and poverty: Can we measure school improvement?* William H. Angoff Memorial Lecture Series. Educational Testing Service, Policy Evaluation and Research Center, Princeton, NJ.
- Bingenheimer, J., & Raudenbush, S.W. (2004). Statistical and substantive inferences in public health: Issues in the application of multilevel models. *Annual Review of Public Health*, 25, 53-77.
- Kang, S.J., Rowan, B., & Raudenbush, S.W. (2004). Estimating the effects of academic departments on organic design in high schools: A crossed-multilevel analysis. In W.K. Hoy, & C. Miskel (Eds.), *Educational Administration, Policy, and Reform: Research and Measurement*, (pp.123-152). Charlotte, NC: Information Age Publishing.
- Liu, X., & Raudenbush, S.W. (2004). A note on the noncentrality parameter and effect size estimates for the F test in ANOVA. *Journal of Educational and Behavioral Statistics*, 29(2), 251-255.
- Sampson, R.J., & Raudenbush, S.W. (2004). The social structure of seeing disorder. *Social Psychology Quarterly*, 67(4), 319-342.
- Verbitsky, N. & Raudenbush, S.W. (2004). Causal inference in spatial settings. *Proceedings of the American Statistical Association*, Social Statistics Section [CD-ROM].
- Ewing, R., Schmid, T.L., Killingsworth, R.E., Zlot, A.I., & Raudenbush, S.W. (2003). Relationship between urban sprawl and physical activity, obesity, and morbidity. *The American Journal of Health Promotion*, 18(1), 47-57.
- Raudenbush, S.W., Johnson, C., & Sampson, R. J. (2003). A multivariate, multilevel Rasch model for self-reported criminal behavior. *Sociological Methodology*, 33(1), 169-211.
- Buka, S. L., Brennan, R.T., Rich-Edwards, J.W., Raudenbush, S.W., & Earls, F. (2003). Neighborhood support and the birth weight of urban infants. *The American Journal of Epidemiology*, 157(1), 1-8.
- Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 1-24.
- Raudenbush, S.W. (2003). The quantitative assessment of neighborhood social environment. In I. Kawachi, & L. Berkman (Eds.), *Neighborhoods and Health* (pp. 112-131). New York, NY: Oxford University Press.
- Raudenbush, S.W. (2003). Comments on Measurement, Objectivity, and Trust by Theodore M. Porter. *Measurement*, 1(4), 274-278.
- Cohen, D., K., Raudenbush, S. W., & Ball, D. L. (2002). Resources, Instruction, and Research. In F. Mosteller & R. Boruch (Eds.), *Evidence matters: Randomized trials in education research*, (pp. 80-119). Washington, DC: Brookings Institution Press.
- Raudenbush, S. W. (2002). Mixed modeling matures. Review of the books *Linear Mixed Models for Longitudinal Data & Mixed-Effects Models in S and S-Plus*, G. Verbeke, & G. Molenberghs (and) J. Pinheiro, & D. Bates. New York: Springer, 2000. *Sociological Methods and Research*, 31(1), 110-118.
- Raudenbush, S.W. (2002). Alternative covariance structures for polynomial models of individual growth and change. In D. Moskowitz, & S. Hershberger (Eds.), *Modeling Intraindividual Variability with Repeated Measures Data: Methods and Applications*, (pp. 25-58). Mahwah, NJ: Lawrence Erlbaum Associates.
- Raudenbush, S. W., & Kim, J.S. (2002). Statistical issues in analysis of international comparisons of educational achievement. In A. C. Porter & A. Gamoran (Eds.), *Methodological Advances in Cross-National Surveys of Educational Achievement* (pp. 267-294). Washington DC: National Academy Press.

- Cheong, Y.F., Fotiu, R.P., & Raudenbush, S.W. (2001). Efficiency and robustness of alternative estimators for 2- and 3- level models: The case of NAEP. *Journal of Educational & Behavioral Statistics*, 26(4), 411-429.
- Raudenbush, S.W., & Liu, X. (2001). Effects of Study Duration, Frequency of Observation, and Sample Size on Power in Studies of Group Differences in Polynomial Change. *Psychological Methods*, 6(4), 387-401.
- Raudenbush, S.W. (2001). Toward a coherent framework for comparing trajectories of individual change. In L. Collins, & A. Sayer (Eds.), *New methods for the analysis of change* (pp.35-64). Washington D.C.: The American Psychological Association.
- Raudenbush, S.W. (2001). Comparing personal trajectories and drawing causal inferences from longitudinal data. *Annual Review of Psychology*, 52, 501-25.
- Duncan, G.J., & Raudenbush, S.W. (2001). Neighborhoods and adolescent development: How can we determine the links? In A. Booth, & N. Crouter (Eds.), *Does it Take a Village? Community Effects on Children, Adolescents, and Families*, (pp. 105-136). State College, PA: Pennsylvania State University Press.
- Duncan, G.J., & Raudenbush, S.W. (2001). Getting context right in quantitative studies of child development. In A. Thornton (Ed.), *The Well-Being of Children and Families*, (pp. 356-383). Ann Arbor, MI: The University of Michigan Press.
- Kerckhoff, A.C., Raudenbush, S.W., & Glennie, E. (2001). Education, cognitive skill, and labor force outcomes. *Sociology of Education*, 74(1), 1-24.
- Morenoff, J.D., Sampson, R.J., & Raudenbush, S.W. (2001). Neighborhood structure, social processes, and the spatial dynamics of urban violence. *Criminology*, 39(37), 517-560.
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### RECENT INVITED PRESENTATIONS

- Raudenbush, S. W. (2009) Causal Inference for Time-varying Instructional Treatments. Invited lecture presented at New York University, Institute for Human Development and Social Change. New York, New York.
- Raudenbush, S.W. (2009) Can School Improvement Reduce Racial Inequality? Inaugural address presented at the Katholieke Universiteit, Leuven, Belgium
- Raudenbush, S.W. (2009) Advancing Education Policy by Advancing Research on Instruction. Invited lecture at the Katholieke Universiteit, Leuven, Belgium
- Raudenbush, S.W. (2008). Can School Improvement Reduce Racial Inequality? Department of Psychology Developmental Brown Bag Lecture Series. University of Chicago.
- Raudenbush, S.W. (2008). Adaptive Centering with Random Effects: An Alternative to the Fixed Effects Model. Institute for Policy Research. Northwestern University, Evanston, Illinois.
- Raudenbush, S.W. (2008). The Urban Education Initiative at the University of Chicago. The Franke Institute for the Humanities Faculty Lunch Series. University of Chicago, Chicago, Illinois.
- Raudenbush, S.W. (2007). Causal Inference for Time-Varying Instructional Treatments. Institute for Health Research and Policy Distinguished Lecture. University of Illinois at Chicago, Chicago, Illinois.
- Raudenbush, S.W. (2007). Applications of Hierarchical Models in Longitudinal and Multilevel Research. University of Michigan-Peking University Joint Institute 2007 Summer Course. Peking University, Beijing, China
- Raudenbush, S.W. and Hong, G. (2007). Evaluating Kindergarten Retention Policy. Symposium on Causal Inference sponsored by the Quantitative Methodology Program, Survey Research Center at the University of Michigan at Ann Arbor. Ann Arbor, Michigan
- Raudenbush, S.W. (2007). How Shall We Study the Causes and Effects of Classroom Teaching? Institute for Research on Education Policy and Practice (IREPP) Seminar. Stanford University School of Education. Stanford, California.
- Raudenbush, S.W. (2007). How Shall We Study the Causes and Effects of Classroom Teaching? American Educational Research Association (AERA) 2007 Annual Meeting. Chicago, Illinois
- Raudenbush, S.W. (2006). Targets of Inference in Hierarchical Models for Longitudinal Data. Winemiller 2006 Conference on Methodological Developments of Statistics in the Social Sciences. Columbia, Missouri.
- Raudenbush, S. W.(2006). Adaptive Centering with Random Effects in Studies of Time-Varying Treatments. Workshop on Value-Added Achievement Models. Jointly sponsored by the IES pre-doctoral training programs at the University of Wisconsin-Madison and the University of Chicago. Madison, Wisconsin.
- Raudenbush, S.W. (2006). How Do We Study "What Happens Next?" Invited speaker at the University of Toronto Department of Human Development Colloquium. Toronto, Ontario, Canada.
- Raudenbush, S. W. and Hong, G. (2006) Evaluating Kindergarten Retention Policy: A Case Study of Causal Inference for Multi-level Observational Data. Invited speakers at the University of Toronto Department of Statistics Seminar. Toronto, Ontario, Canada.

- Raudenbush, S. W. (2006). Trajectories of Academic Achievement of Children Attending High-and Low- Poverty Schools. Invited speaker at the University of Chicago School of Social Service Administration Faculty Colloquium, Chicago, IL
- Raudenbush, S.W. (2006). Schooling, Statistics, and Poverty: Can we Measure School Improvement. University of Chicago, Division of Social Sciences Inaugural Lecture, Chicago, IL
- Raudenbush, S. W. (2006). Evaluating Kindergarten Retention Policy: A Case Study of Causal Inference for Multi-Level Observational Data. Invited speaker at the University of Chicago, Department of Statistics Seminar Series, Chicago, IL
- Raudenbush, S.W. (2004). Assessing the Causal Effects of Alternative Instructional Regimes. Invited speaker at the National Science Foundation, Washington, D.C.
- Raudenbush, S.W. (2004). Schooling, Statistics and Poverty: Can We Measure School Improvement? Invited speaker for the William Angoff Memorial Lecture, Educational Testing Service, New Jersey.
- Raudenbush, S.W. (2004). Assessing Neighborhoods: How Do We Do It and What Have We Learned? Invited speaker for the Society of Fellows, University of Michigan, Ann Arbor.
- Raudenbush, S.W. (2003). Designing Field Trials of Educational Innovations. Invited speaker at the DRDC Conceptualizing Scale-Up: Multidisciplinary Perspectives Conference, Washington D.C.
- Raudenbush, S.W. (2003). Methodology. Invited speaker at the National Academy of Education Fellows' Retreat and Annual Meeting. Harvard University, Cambridge.
- Raudenbush, S.W. (2003). Ethnic Disparities in Violent Crime: Individual, Family and Neighborhood Sources. Invited speaker at the 3<sup>rd</sup> Annual Development, Psychopathology & Mental Health Symposium, University of Michigan. Sponsored by the Center for Development & Mental Health, Department of Psychology and six other organizations, May 30-31.
- Raudenbush, S.W. (2003). Current Issues in Educational Research. Invited panelist at the plenary session of the Spencer Foundation's Professional Development Conference for Junior Faculty, May 28-30.
- Raudenbush, S.W. (2003). Hierarchical Linear Modeling of life Event Calendar Data. Invited speaker at the NCOVR Workshop on Statistical Analyses of Life Event Calendar Data. Pittsburgh, May 8-9.
- Raudenbush, S.W. (2003). Hierarchical Linear Modeling – Causal Inference in Educational Research. Invited speaker at the National Council for Measurement in Education Graduate Student Issues Committee Invited Symposium, Chicago, April.
- Raudenbush, S.W. (2003). Assessing Neighborhoods: How Do We Do It and What Have We Learned. Invited speaker for the Cliff Clogg Memorial Lecture, Penn State University, April 14.
- Raudenbush, S.W. (2003). Some Thoughts on Causal Inference in a Social World. Presented as a lunch seminar for the Department of Statistics, Penn State University, April 14.
- Raudenbush, S.W. (2003). Understanding Age-Related Change in Violent Crime: Concepts, Designs, Measures, and Some Findings. Presented as a lunch seminar for the Sociology Department, Penn State University, April 15.
- Raudenbush, S.W. and Verbitsky, N. (2003). Studying neighborhood effects on health: An overview of methodological challenges. Invited speaker at the ENAR conference in Tampa, FL, March.
- Raudenbush, S.W., Johnson, C., & Sampson, R.J. (2003). A Repeated Measures, Multilevel Rasch Model with Application to Self-reported Criminal Behavior. Invited speaker at workshop at the University of Wisconsin, Madison, January.
- Raudenbush, S.W. (2002). Invited speaker at the Student's for Social Justice meeting, School of Education, University of Michigan, December.
- Raudenbush, S.W., Hong, G., and Rowan, B. (2002). Causal Inference in Educational Research. Presented at colloquium for the Combined Program in Education and Psychology (CPEP), University of Michigan, December.
- Raudenbush, S.W. (2002). Hierarchical linear models: Applications in educational research. Invited presenter at conference sponsored by the Florida Educational Research Association, Gainesville, Florida, Nov.
- Raudenbush, S.W. (2002). Applications of Hierarchical Modeling in Research on Smoking. Keynote speaker at the National Tobacco Monitoring, Research, and Evaluation Workshop, Bethesda, Nov. 4.
- Raudenbush, S.W., Johnson, C., & Sampson, R.J. (2003). A Repeated Measures, Multilevel Rasch Model with Application to Self-reported Criminal Behavior. Invited speaker at the University of Notre Dame Series on Quantitative Methodology, May 31-June 1.

- House, J., Raudenbush, S.W., Morenoff, J. (2002). Using interviewers to do systematic social observation of block/neighborhood characteristics: A methodological study. Presented at the Survey Research Center Research Staff Seminar, University of Michigan, May 21.
- Raudenbush, S.W. , Hong, G. and Rowan, Brian. (2002). Studying the Causal Effects of Instruction with Application to Primary-School Mathematics. Invited talk at the Research Seminar II: Instructional and Performance Consequences of High-poverty Schooling, National Center for Education Statistics, March 11.
- Raudenbush, S.W. (2002). Identifying Scientifically-Based Research in Education. Invited speaker at the Scientifically Based Research Seminar, U.S. Department of Education, Feb. 6.
- Raudenbush, S.W. (2001). New Directions in the Evaluation of Title I. Invited speaker at the Secretary's Forum on Research and Value-Added Assessment Data, U.S. Department of Education, Dec. 5.
- Raudenbush, S.W. (2001). Neighborhoods and Youth Violence in Chicago. Colloquium given for the Department of Psychology, University of Michigan. Nov. 19.
- Raudenbush, S.W. (2001). School Accountability and Student Learning: A Mixed Model. Colloquium given for the Department of Statistics, University of Michigan, Nov. 12.
- Cohen, D, Raudenbush, S.W., and Ball, D. (2001). Resources, Instruction and Research. Invited talk for The Spencer Foundation. Oct. 24-25.
- Raudenbush, S.W. (2001). Statistical Models for Self-Reported Criminal Behavior. Invited speaker at Johns Hopkins University, September 28.
- Raudenbush, S. W. and Hong, G. (2001). Models for School and Teacher Effects on Student Learning. Presented at the Consortium for Chicago School Research, July 6.
- Raudenbush, S.W. (2001). Accountability, Causal Inference & Social Justice. Invited speaker at Planning the Future: A Summer Institute for Superintendents, June 27.
- Raudenbush, S.W. (2001). Interplay between Theory and Method: The Case of Hierarchical Models. Invited speaker at the annual meeting of the American Educational Research Association, Seattle, WA., April.
- Raudenbush, S.W. (2001). Advances in Hierarchical Linear Modeling. Presentation at the "Data Analytic Methods in Family Research" NIMH Families and HIV/Aids Methodology, Miami, FL. Feb. 7-9.
- Raudenbush, S.W. (2000). Statistical Issues in Analysis of International Comparisons of Educational Achievement. Presentation at Board on International Comparative Studies in Education Symposium, National Academy of Science. Washington, DC., Nov. 1.
- Raudenbush, S.W. (2000) Assessing the Quality of Environments in which Children Develop: A multivariate, Three Level Logistic Regression Model. Invited speaker at the Fifth International Conference on Social Science Methodology, University of Cologne, Germany, Oct. 4-6.
- Raudenbush, S.W. (2000). The Quantitative Assessment of Neighborhood Social Environments, Presentation at the Neighborhood and Health Conference. Harvard University. June 1-3.
- Raudenbush, S.W. (2000). School Accountability and Student Learning: A Mixed Model. Talk given at the Department of Statistics, University of Michigan, Feb. 12.
- Raudenbush, S.W. (2000). Interdisciplinary Research: Integration of Methods. Presented at Network Directors meeting of the John D. & Catherine T. MacArthur Foundation. June 29-30.
- Raudenbush, S.W. (2000). Hierarchical Models for Binary Data, Counts, Ordinal Data and Multinomial Data. Speaker at Prevention Research Center and the Social Development Research Group at the University of Washington, Seattle. June 8-10.
- Raudenbush, S.W. (2000). Comments on "Interactions-based models" by Steven N. Durlauf. Presented at the Understanding Poverty in America: Progress and Problems. Annual Conference of the Poverty Research Center, Madison, WI. May 22-24.
- Raudenbush, S.W. (2000). Hierarchical Linear Models. Presentation at the Third International Institute on Developmental Science Biological Aspects of Behavioral Development. The University of North Carolina. May, 17.
- Raudenbush, S.W. (2000). Causal Inferences in Studies of Child Development. Invited talk at the National Institute for Child Health & Human Development Network on Early Childhood, Ann Arbor, MI, April 13.

- Raudenbush, S.W. (2000). Assessing Neighborhood Social Environments with Implications for the Study of Mental Health. Presentation at the Social Environment and Health Training Seminar, ISR, University of Michigan, March 17.
- Raudenbush, S.W. (2000). Three-level Hierarchical Models for Multivariate Latent Variables Based on Binary Item Responses. Columbia University, Department of Biostatistics Colloquium, New York, March 2.
- Raudenbush, S.W., & Johnson, C. (2000). Applications of HLM in Human Development. Presentation for the School of Nursing, University of Michigan, Feb. 24.
- Raudenbush, S.W. (2000). Describing and Comparing Trajectories of Individual Change. Talk given at the Population Studies Center, University of Michigan, Feb. 7.

## PRESENTATIONS AT PROFESSIONAL CONFERENCES

- Hong, Guanglei and Raudenbush S.W., (2009) Applying Hierarchical Models to Causal Inference. National Council on Measurement in Education (NCME) Training Session. American Educational Research Association 2009 Annual Meeting, San Diego, California.
- Raudenbush, S.W. (2008). The Brown Legacy and the O'Connor Challenge: Transforming Schools To Realize Children's Potential. The Annual Brown Lecture of the American Educational Research Association. Washington, DC
- Raudenbush, S. W. (2008) Causal Inference in Multi-Level Setting. National Institutes of Health. APA Board of Convention Affairs Meeting. Boston, MA
- Raudenbush, S.W., and Hong, G. (2008) An Overview of Causal Inference Theories and Methods in Education. Director for Professional Development Training Program. American Educational Research Association 2008 Annual Meeting. New York, NY
- Raudenbush, S.W., and Reardon, S. (2008) Assumptions of Value-Added Models for Estimating Schools Effects. Presented at the Wisconsin Center for Education Research (WCER) National Conference on Value-Added Modeling at the University of Wisconsin at Madison. Madison, WS
- Raudenbush, S.W. (2008) Adaptive Centering with Random Effects: An Alternative to the Fixed Effects Model for Time-Varying Treatments. Presented at the Wisconsin Center for Education Research (WCER) National Conference on Value-Added Modeling at the University of Wisconsin at Madison. Madison, WS
- Raudenbush, S. W., (2007) Discussant for The Effects of Family Income on the Educational Outcomes of Male and Female Youth: Evidence from a Randomized Housing-Voucher Lottery. The Harris School of Public Policy Studies. Gender Gaps in Schooling Conference. Chicago, IL
- Raudenbush, S.W. and Hong, G. (2007) Instructor for Applying Hierarchical Models to Causal Inference to Causal Inference. American Educational Research Association 2007 Annual Meeting, Chicago, IL.
- Raudenbush, S.W., Bloom, H., Granger, R. (2006). Director for Randomizing Groups to Evaluate Place-Based Programs. American Educational Research Association Annual Meeting, San Francisco, CA
- Raudenbush, S.W. and Hong, G. (2006). Instructor for Applying Hierarchical Models to Causal Inference. American Educational Research Association Annual Meeting, San Francisco, CA
- Raudenbush, S.W. (2005). Discussant for Making sense of causal inference in program evaluation and policy research. 2004 Career Award Winner Address presented at the annual meeting of the National Council on Measurement and Education, Montreal, Canada.
- Raudenbush, S.W. (2005). Discussant for Linking state educational policies to the black-white achievement gap in mathematics. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Raudenbush, S.W. (2005). Participant in roundtable discussion on Randomized controlled trials in education: Using them appropriately. American Educational Research Association, Montreal, Canada.
- Hong, Guanglei and Raudenbush, S.W. (2005). Potential-outcomes causal framework for multi-level data: The role of exchangeability. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hong, Guanglei and Raudenbush, S.W. (2004). Evaluating kindergarten retention policy: Causal inference for multi-level observational data. Paper presented at the ASSAM Conference, University of Michigan, Ann Arbor.

- Raudenbush, S.W. (2004). What should be the gold standard(s) of research design for studying leadership effects on student outcomes? Paper presented at the symposium session of "Enhancing the Mindfulness and Utility of Evidence-Based Research in Educational Leadership." Annual Meeting of the American Educational Research Association, San Diego.
- Raudenbush, S.W. (2004). Presentation on Value-Added Models at the HLM SIG Business Meeting. Annual Meeting of the American Educational Research Association, San Diego.
- Raudenbush, S.W. (2004). Discussant for Replication in Qualitative Educational Research. Presidential invited session. Annual Meeting of the American Educational Research Association, San Diego.
- Raudenbush, S.W. (2004). Discussant for Project STAR and Beyond. Annual Meeting of the American Educational Research Association, San Diego.
- Raudenbush, S. W. (2004). Discussant for Compositional Effects and Educational Outcomes. Annual Meeting of the American Educational Research Association, San Diego.
- Hong, Guanglei and Raudenbush, S.W. (2004). Causal inference for multi-level observation data. Paper presented at the Annual meeting of the American Educational Research Association, San Diego.
- Raudenbush, S.W. & Bloom, Howard (2004). Randomizing groups to evaluate place-based programs. Presented at a pre-conference session of the Society for Research on Adolescence Meeting, Baltimore.
- Raudenbush, S.W., Bryk, A.S., & Ponsciak, S. (2003). School accountability. Symposium presented at the American Educational Research Association annual meeting, Chicago.
- Raudenbush, S.W. (2003). Discussant for "Recent developments in multilevel modeling: Some methodological and computational issues. Annual meeting of the American Educational Research Association, Chicago.
- Harrison, D. and Raudenbush, S.W. (2003). Studying effects of holidays, day of week, & month repeated measure, multilevel Rasch model. Presented at the American Educational Research Association annual meeting, Chicago.
- Hong, G. & Raudenbush, S.W. (2003). Causal inference for multi-level observational data with application to kindergarten retention study. Proceedings of the *American Statistical Association*, Social Statistics Section [CD-ROM], Alexandria, VA: American Statistical Association: pp. 1849-1856.
- Hong, G. and Raudenbush, S.W. (2003). Causal effects of kindergarten retention vs. promotion of kid's cognitive growth. Presented at the American Educational Research Association annual meeting, Chicago.
- Johnson, C., Raudenbush, S.W. & Rowan, B. (2003). Repeated measure, multilevel Rasch model. Presented at the American Educational Research Association annual meeting, Chicago.
- Raudenbush, S.W. and Sampson, R.J. (2002). Statistical models for self-reported criminal behavior. Presented at the American Society for Criminology, November.
- Sampson, R.J. and Raudenbush, S. W. (2002). Systematic social observation: Rationale, design and model. Didactic seminar at the American Statistical Association annual meeting, August.
- Raudenbush, S.W. (2002). Optimal experimental designs for evaluating whole-school interventions. Seminar presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Raudenbush, S.W. and Hong, G. (2002). Re-conceptualizing instructional treatments and modeling instructional regime effects on student learning. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Raudenbush, S.W. (2002). Discussant for Analysis of Item Responses Data by Multilevel Modeling - HLM Approaches. Annual meeting of the American Educational Research Association, New Orleans, April.
- Hong, G. and Raudenbush, S.W. (2002). Instructional time, content difficulty, and students learning of math in high poverty. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Raudenbush, S.W., Johnson, C. and Sampson, R. (2001). Statistical Models for Self-Reported Criminal Behavior. Presentation at the American Society of Criminology, Nov. 9.
- Liu, X.F. and Raudenbush (2001). Computation of Power for 3-level Hierarchical Linear Models. Presentation at the annual meeting of the American Educational Research Association, Seattle, WA., April.
- Raudenbush, S.W. (2000). Discussant for Methodological Issues in Studying the Relationship of Curriculum and Achievements: Illustrations from the Third International Mathematics and Science Study (TIMSS). Annual meeting of the American Educational Research Association, New Orleans, April.
- Raudenbush, S.W. (2000). Centering Explanatory Variables with Two-Level Hierarchical Models. Paper presented at the Spring meeting of the Biometrics Society, Chicago, IL, March 20.