

CURRICULUM VITAE
Stephen W. Raudenbush
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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

- 2018 *Journal of Research on Educational Effectiveness*, 2017 Outstanding Article Award for
Methodological Paper: Using Multisite Experiments to Study Cross-Site Variation in
Treatment Effects: A Hybrid Approach with Fixed Intercepts and a Random Treatment
Coefficient.
- 2012 Member, National Academy of Sciences
- 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 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)
- 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

MAJOR ADDRESSES AND LECTURES

- 2016 Urban High School Curricular Reform and Social Inequality: Evidence from Chicago. Keynote Address, Society for Research on Adolescent Biennial Meeting, Baltimore, Maryland
- 2015 Does Schooling Reduce or Increase Social Inequality? Otis Duncan Memorial Featured Speaker for the Methodology Section at the 2015 American Sociology Association Meeting, Chicago, Illinois.
- 2012 Heterogeneous Agents, Social Interactions, and Causal Inference. Invited lecture presented at the Third Annual Lecture of the Applied Quantitative Methods Network Scotland (AQMen). The Royal Society of Edinburgh. Edinburgh, Scotland
- 2012 The Life of the Mind and Social Action. Convocation address presented at the Five Hundred Eleventh Convocation of the University of Chicago. Chicago, Illinois
- 2012 Modeling Mediation: Causes, Markers, and Mechanisms. Keynote Address at the 77th Annual Meeting of the Psychometric Society. Lincoln, Nebraska.
- 2011 Modeling Mediation: Causes, Markers, and Mechanisms. Keynote Address, Society for Research on Educational Effectiveness (SREE). Spring 2011 Annual Conference. Washington, DC.
- 2010 Reducing Educational Inequality by Improving Instruction: Theory, Evidence, and the Next Generation Research. Invited lecture at the International Conference of Educational Effectiveness: Models, Methods, and Applications. Leuven, Belgium.
- 2009 Advancing Education Policy by Advancing Research on Instruction. Doctor Honoris Causa, Katholieke Universiteit Leuven, Belgium.
- 2007 Causal Inference for Time-Varying Instructional Treatments. Institute for Health Research and Policy Distinguished Lecture. University of Illinois at Chicago, Chicago, Illinois.
- 2006 Schooling, Statistics, and Poverty: Can we Measure School Improvement. University of Chicago, Division of Social Sciences Inaugural Lecture, Chicago, Illinois
- 2004 Schooling, Statistics and Poverty: Can We Measure School Improvement? William Angoff Memorial Lecture, Educational Testing Service, New Jersey.
- 2003 Assessing Neighborhoods: How Do We Do It and What Have We Learned? Cliff Clogg Memorial Lecture, Pennsylvania State University, Departments of Sociology and Statistics, University Park, PA, Apr 14
- 2002 Applications of Hierarchical Modeling in Research on Smoking. Keynote speaker at the National Tobacco Monitoring, Research, and Evaluation Workshop, Bethesda, Maryland
- 2002 Identifying Scientifically-Based Research in Education. Invited speaker at the Scientifically Based Research Seminar, U.S. Department of Education. Baltimore, Maryland
- 2001 Interplay between Theory and Method: The Case of Hierarchical Models. Invited speaker at the Annual Meeting of the American Educational Research Association, Seattle, Washington
- 2000 Assessing the Quality of Environments in which Children Develop: A multivariate, Three Level Logistic Regression Model. The Fifth International Conference on Social Science Methodology, University of Cologne, Germany.

PROFESSIONAL EXPERIENCE

- 2005 – present **University of Chicago**
Lewis-Sebring Distinguished Service Professor, Department of Sociology, the College and the Harris School of Public Policy Studies; and Chairman, Committee on Education
- 2010 Senior Fellow, National Opinion Research Center NORC at the University of Chicago

- 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:

- 2010 Member, Board of Directors, the Spencer Foundation
- 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 – 2012 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, US Department
of Education
- 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:

2017	Editorial Board, <u>Journal of Research on Educational Effectiveness</u>
2017	Editorial Board, <u>Proceedings of the National Academy of Sciences</u>
2015 – Present	Associate Editor, <u>Journal of Royal Statistical Society</u>
2006 – 2015	Associate Editor, <u>American Journal of Sociology</u>
2003 – 2005	Associate Editor, <u>Measurement: Interdisciplinary Research and Perspectives</u>
2000 – 2005	Associate Editor, <u>American Educational Research Journal</u>
2000 – 2005	Associate Editor, <u>Annual Review of Sociology of Education</u>
2000 – 2003	Coordinating Editor, <u>American Journal of Sociology</u>
1999 – 2001	Associate Editor, <u>Sociology of Education</u>
1997 – 2003	Associate Editor, <u>Educational Evaluation and Policy Analysis</u>
1996 – 2002	Associate Editor, <u>American Journal of Education</u>
1995 – 2004	Associate Editor, <u>Journal of Educational Measurement</u>
1993 – 1995	Editorial Board, <u>Psychological Bulletin</u>
1991 – 1994	Associate Editor, <u>New Directions in Program Evaluation</u>
1989 – 2012	Associate Editor, <u>Journal of Educational and Behavioral Statistics</u>
1987 – 1992	Associate Editor, <u>Evaluation Review</u>
1986 – 1990	Editorial Advisory Board Member, <u>Education Measurement</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
1996 – present Society of Research on Educational Effectiveness
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 of Urban Youth” sponsored by the Institute of Education Sciences, \$3,926,745. Sep 1, 2014 - Aug 2019
Co-Investigator, “Doubling Up? Understanding Long Lasting of Ninth Grade Algebra Intervention on College Persistence and Graduation” sponsored by the Institute of Education Sciences, \$309,000. Jul 1, 2017 – Jun 30, 2019
Principal Investigator, “Learning from Variation in Program Effects: Methods, Tools, and Insights from Multi-Site Trials” sponsored by the William T. Grant Foundation, \$516,306. July 1, 2014 – Jun 30, 2018.
Co-Investigator, “Environmental & Biological Variation and Language Growth” sponsored by the National Institute of Health, \$7,700,000, December 10, 2014 – November 30, 2018.
Co-Investigator, “Getting on Track Early for School Success: Formative Assessment and Instruction of Mathematics in Preschool Classrooms” sponsored by the Heising-Simon Foundation, \$306,550, Jun 23, 2014 – Jun 30, 2017
Co-Investigator, “Housing Trade-offs as they are Perceived and as they Affect Children’s Well-being” sponsored by the National Institute of Health, September 21, 2012 – Aug 30, 2017.
Co-Investigator, “Accessible Methodology and User-Friendly Software for Multivariate Hierarchical Models Given Incomplete Data” sponsored by the Institute of Education Sciences, \$899,942, Jun 2013 – May 2016.
Principal Investigator, “Improving the Contribution of Schooling to Skills Required for Labor Market Success Pre-doctoral Educational Training Program” sponsored by the Institute of Education Sciences, \$4,902,276, September 2009 – August 2015.
Principal Investigator, “Getting on Track Early for School Success: An Assessment System to Support Effective Instruction” sponsored by the Foundation for Child Development, \$1, 200,000, July 1, 2014 – Aug 30, 2015.
Co-Investigator, “Making a Success of “Algebra for All:” A Fleet of Natural Experiments in Urban Curricular Reform: Curricular Reform and Classroom Peer Ability: School-Specific and Citywide Effects” sponsored by the Institute of Education Sciences, \$490,831, Jul 1, 2012 – Jun 30, 2014.
Co-Investigator, “Environmental & Biological Variation and Language Growth” sponsored by the National Institute of Health, \$7,700,000, April 2008 – March 2014.
Principal Investigator, “Improving Children’s Early Math Skills: from the Classroom to the Lab and Back” sponsored by the McCormick Foundation, \$300,000, June 1, 2011 – Jun 30, 2014.
Co-Investigator, “An Exploration of Malleable Social and Cognitive Factors Associated with Early Elementary School Students’ Mathematics Achievement” sponsored by the Institute of Education Sciences, June 2011 - June 2014.
Principal Investigator, “Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes 2013” sponsored by the William T. Grant Foundation, \$466,268, Jul 1, 2013 – Jun 30, 2014.
Principal Investigator, “A Variable Selection Model for Studying the Predictive Validity of Measures of Classroom Quality” sponsored by the Bill and Melinda Gates Foundation, \$245,534, November 21, 2011 – December 31, 2013.

- Principal Investigator, “Getting on Track Early for School Success: An Assessment System to Support Effective Instruction” sponsored by the W.K. Kellogg Foundation, \$1,200,000, December 1, 2010 – November 30, 2013.
- Principal Investigator, “Getting on Track Early for School Success: An Assessment System to Support Effective Instruction” sponsored by the Foundation for Child Development, \$1, 200,000, July 1, 2010 – June 30, 2013.
- Principal Investigator, “Improving Children’s Early Math Skills: From the Classroom to the Lab and Back.” funded by the Chicago Mercantile Exchange Group Foundation \$200,000, Jun 1, 2011 – June 30, 2014.
- Co-Investigator, “Measuring Social Networks among Parents and Autism Health Care Providers” sponsored by the National Institute of Health, February 2011 – January 2013.
- 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 – August 30, 2013.
- Principal Investigator, “Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes 2012” sponsored by the William T. Grant Foundation, \$300,000, July 1, 2012 – June 30, 2013.
- Principal Investigator, “Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes 2011” sponsored by the William T. Grant Foundation, \$300,000, January 2011 – June 2012.
- Principal Investigator, “Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes” sponsored by the William T. Grant Foundation, \$300,000, January 2010 – September 2011.
- Principal Investigator, “Pre-doctoral Interdisciplinary Research Training Program in the Education Sciences” sponsored by the Institute of Education Sciences, \$4,399,467, May 2005 – April 2011.
- Principal Investigator, “Building Capacity for Evaluation Group-Level Interventions” sponsored by the William T. Grant Foundation, \$1,107,500, January 2006 – December 2010.
- 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, “Improving Research on Instruction: Models, Designs, and Analytic Methods” Sponsored by the Spencer Foundation, \$1,076,949, May 2006 – April 2010.
- Co-Investigator, “School Compensation for Lottery Data: the University of Chicago-Run Charter Schools” sponsored by the Spencer Foundation, \$30,000 February 2006 – June 2010.
- 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

- McGhee-Hassrick, E., Raudenbush, S.W. and Rosen, L., (2017). *The Ambitious Elementary School: Its Conception, Design, and Contribution to Educational Equality*. (Ed.) University of Chicago Press.
- Stein, N.L., and Raudenbush, S.W. (2011). *Developmental Cognitive Science Goes to School*. (Eds.) New York: Routledge.
- 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

- Raudenbush, S. W., (2018) On Randomized Experimentation in Education: A Commentary on Deaton and Cartwright in Honor of Fredrick Mosteller, forthcoming in *Social Sciences and Medicine*.
- Raudenbush, S. W., and Hong, G. (2017). Three Mediation Stories, Three Analytic Strategies. *Association for Psychological Science Observer*. Online <https://www.psychologicalscience.org/observer/three-mediation-stories-three-analytic-strategies#.WUhANdyQxEY>
- Howard S. Bloom, Stephen W. Raudenbush, Michael J. Weiss & Kristin Porter (2017). Using Multisite Experiments to Study Cross-Site Variation in Treatment Effects: A Hybrid Approach with Fixed Intercepts and a Random Treatment Coefficient, *Journal of Research on Educational Effectiveness*, 10(4). Pages 817-842. DOI: 10.1080/19345747.2016.1264518
- Nomi, T. and Raudenbush, S. W., (2016) Making a Success of “Algebra for All:” the Impact of Extended Instructional Time and Classroom Peer Skill in Chicago. *Educational Evaluation and Policy Analysis*, vol. 38, No 2, pp 431 – 451. DOI: 10.3102/0162373716643756
- Rowan, B. and Raudenbush, S. W., (2016) Teacher Evaluation in American Schools. In *Handbook of Research on Teaching*, (Fifth Edition). (pp 1159-1216). Drew H. Gitomer and Courtney A. Bell (Eds.) Washington, DC, American Education Research Association.
- Raudenbush, S. W., and Bloom, H. (2015) Learning about and From a Distribution of Program Impacts Using Multisite Trials. *American Journal of Evaluation*. 36:475-499, first published Sep 4, 2015
doi:10.1177/1098314015600515
- Raudenbush, S. W., (2015) Value Added: A Case Study in the Mismatch between Education Research and Policy *Educational Researcher*, Vol. 44 No. 2, pp 138-141 DOI: 10.3102/0013189X15575345
- Raudenbush, S. W. and Eschmann, R. D., (2015) Does schooling increase or reduce social inequality? *Annual Review of Sociology*, Vol. 41: 443-470. DOI: 10.3102/0013189X15575345.
- Goldin-Meadow, S., Levine, S. C., Hedges, L. V., Huttenlocher, J., Raudenbush, S. W., & Small, S. L. (2014). New evidence about language and cognitive development based on a longitudinal study: Hypotheses for intervention. *American Psychologist*, 69(6), 588-599. doi:10.1037/a0036886
- Raudenbush, S. W., and Jean, M. (2014) To what extent do student perceptions of classroom quality predict teacher value added? In Kane, T.J., Kerr, K. A. and Pianta, R.C. *Designing teacher evaluation systems; New guidance from Measures of Effective Teaching Project*. San Francisco: Jossey-Bass, 2014
- LeBarton, E.S., Meadow-Goldin, S., and Raudenbush S.W. (2013) Experimentally-induced increases in early gesture lead to increases in spoken vocabulary. *Journal of Cognition and Development*. doi: 10.1080/15248372.2013.858041
- Reardon, S. F., and Raudenbush S. W. (2013). Under what assumptions do site-by-treatment instruments identify average causal effects? *Sociological Methods and Research*. Vol. 42, 2:pp 143-163
- Shin, Y., and Raudenbush, S. W. (2013). Efficient analysis of Q-level nested hierarchical general linear models given ignorable missing data. *The International Journal of Biostatistics*. 9, doi 10.1515/ijb-2012-0048.
- Hong, G., and Raudenbush, S. W. (2013). Heterogeneous agents, social interactions, and causal inference. In Morgan, S. (Ed.) *Handbook of Causal Analysis for Social Research*. Chapter 16. (pp. 331 – 352) Springer 2013
- Raudenbush, S.W., Reardon, S. and Nomi, T. (2012). Statistical analysis for multi-site trials using instrumental variables. *Journal of Research and Educational Effectiveness*. Vol. 5, No. 3, pp 303 – 332,

- (Online) DOI: 10.1080/19345747.2012.689610
- Raudenbush, S.W., Reardon, S. and Nomi T., (2012). Rejoinder: Probing assumptions, enriching analysis. *Journal of Research and Educational Effectiveness*. Vol. 5, No. 3, pp 342 – 344.
- Savitz-Verbitsky, N. and Raudenbush, S.W. (2012). Causal inference under interference in spatial settings: A case study evaluating community policing program in Chicago. *Epidemiologic Methods*. Vol. 1, Issue 1, pp 107 – 130. (Online) 2161-962X, DOI: [10.1515/2161-962X.1020](https://doi.org/10.1515/2161-962X.1020)
- Shin, Y., & Raudenbush, S. W. (2012). Confidence bounds and power for the reliability of observational measures on the quality of a social setting. *Psychometrika*. Vol. 77, No. 3, 543–560
DOI: 10.1007/S11336-012-9266-4
- Rowe, M.L., Raudenbush, S.W., Goldin-Meadow, S. (2012). The pace of vocabulary growth helps predict later vocabulary skill. *Child Development*. Volume 83, Number 2, Pages 508-525.
- Raudenbush, S. W. (2012). Can School Improvement Reduce Racial Inequality? In Tate, W.F. (Ed.), *Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility*. (pp 233- 248) Lanham, MD: Rowman & Littlefield.
- Will-Burdick, J., Ludwig, J., Raudenbush, S.W., Sampson, R. J., Sanbonmatsu, L., and Sharkey, P., (2011) Converging Evidence for Neighborhood Effects on Children’s Test Scores: An Experimental, Quasi-Experimental, and Observational Comparison. In *Whither Opportunity? Rising Inequality Schools, and Children’s Life Chances*. (pp 255-276). Greg J. Duncan and Richard J. Murnane. (Eds.) New York, NY: Russell Sage Foundation.
- Raudenbush, S. W., Jean, Marshall, and Emily Art. (2011) Year-by-Year Cumulative Impacts of Attending a High-Mobility Elementary School on Children’s Mathematics Achievement in Chicago, 1995 – 2005. In *Whither Opportunity? Rising Inequality Schools, and Children’s Life Chances*. (pp 359-375). Greg J. Duncan and Richard J. Murnane. (Eds.) New York, NY: Russell Sage Foundation.
- Shin, Y., & Raudenbush, S.W. (2011). The causal effect of class size on academic achievement: multivariate instrumental variable estimators with data missing at random. *Journal of Educational and Behavioral Statistics*. Vol. 34, No. 2, pp154-185
- Raudenbush, S.W. (2011). Connecting Developmental Science to Educational Policy by Studying Classroom Instruction. In Stein, N.L. and Raudenbush, S.W. (Eds.) *Developmental Science Goes to School*. Chapter 21, pp 314-331. New York: Routledge.
- Glazerman, S., Goldhaber, D., Loeb, S., Raudenbush, S.W., Staiger, D., Whitehurst, G.J., and Croft, M. (2011). Passing Muster: Evaluating Teacher Evaluation Systems, Washington, DC: *The Brookings Institute*
- Clark, D. E., Hannan, E. L. & Raudenbush, S.W. (2010). Using a hierarchical model to estimate risk-adjusted mortality for hospitals not included in the reference sample. *Health Services Research*. Vol. 45, No. 2, 577-588.
- Shin, Y., & Raudenbush, S. W. (2010). A latent cluster mean approach to the contextual effects model with missing data. *Journal of Educational and Behavioral Statistics*. Vol. 35, No. 1, 26-53.
- 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.
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- Raudenbush, S.W. (1985). Review None of the above: The myths of scholastic aptitude, by David Owen in *Curriculum Review*, 25(1), 32.
- Raudenbush, S.W., & Bryk, A.S. (1985). Empirical Bayes meta-analysis. *Journal of Educational Statistics*, 10(2) 75-98.
- Raudenbush, S.W. (1984). Magnitude of teacher expectancy effects on Pupil IQ as a function of the credibility of expectancy induction: A synthesis of findings from 18 experiments. *Journal of Educational Psychology*, 76 (1), 85-97.
- Raudenbush, S.W. (1984). Utilizing controversy as a source of hypotheses for meta-analysis: The case of teacher expectancy's effects on pupil IQ. In R.J. Light (Ed.), *Evaluation Studies Review Annual*, 303-326.
- Bryk, A.S., & Raudenbush, S.W. (1983). The potential contribution of program evaluation to social problem solving. In A.S. Bryk(Ed.), *Stakeholder-based Evaluation. New Directions for Program Evaluation*, 17. San Francisco, CA: Jossey-Bass.

INVITED LECTURES

- Raudenbush, S. W., (2017) Some New Theory and Evidence on Neighborhood Segregation, Schooling, and Inequality. Invited presentation presented at the Social Statistics and Population Dynamics Seminar, McGill University, Montreal, Quebec, Canada
- Raudenbush, S. W., (2017). Estimands and Estimators for Multi-Site Randomized Trials. Invited presentation presented at the Applied Statistics Seminar, Harvard University, Cambridge, Massachusetts
- Raudenbush, S. W., (2017) The Ambitious Elementary School and Educational Inequality presented at the Harvard Graduate School of Education Interdisciplinary Colloquium, Harvard University, Cambridge, Massachusetts
- Raudenbush, S.W., (2017). Fixed Effects, Random Effects, and Random Coefficients: Implications of Valid Causal Inference. Invited presentation presented at the Chicago Education Workshop Lecture Series at the University of Chicago, Chicago, Illinois
- Raudenbush, S. W., and Young, C.J., (2017). What does it Mean to Close Achievement Gaps? An Application of Item Response Theory. Invited presentation presented at the Chicago Education Workshop Lecture Series at the University of Chicago, Chicago, Illinois
- Raudenbush, S.W., and Rosen, L. (2017). The Impact Reading and Math Achievement of Attending the University of Chicago Elementary Charter School. Invited presentation presented at the Chicago Education Workshop Lecture Series at the University of Chicago.
- Raudenbush, S. W., (2016) The Ambitious Elementary School, its Conception Design, and Implications for Educational Equality. Invited presentation at the TrygFonden's Centre for Research, Aarhus University, Aarhus, Denmark
- Raudenbush, S. W., and Hernandez, M., (2016) Intersections of Data, Policy & Practice: New Evidence on Schooling and Inequality. Invited presentation presented at the 75 Years of Research Joint Anniversary Symposium, University of Chicago, Chicago, IL
- Raudenbush, S. W., (2015). Chicago's Recruitment of Diverse Pre-doctoral Fellows. Invited presentation at the Institute for Education Sciences, Washington, DC
- Raudenbush, S. W., (2015) Hierarchical Linear Models, and Randomized Control Trials. Invited presentation presented at the Office of Planning, Research and Evaluation, Administration for Children and Families Washington, DC
- Raudenbush, S. W., (2015) Opportunities and Challenges in a Multi-Site Regression Discontinuity Design. Invited presentation presented at the Multilevel Theory and Research Conference Penn State Center for Teams and Negotiation at the Pennsylvania State University, University, Park, PA
- Raudenbush, S. W., (2015) Does Schooling Increase or Reduce Social Inequality? Invited presentation presented at the Promising Programs to Reduce Intergenerational Transmission of Poverty: Research on the Early Years of Life Conference, University of Wisconsin, Madison, WI
- Raudenbush, S. W., (2015). Estimation of Means and Covariance Components in Multisite Randomized Trails. Learning About and from Variation in Program Impacts (MDRC). New York, New York.
- Raudenbush, S. W., (2015) Does Schooling Increase or Reduce Inequality? Invited lecture at the Institute for Human Development and Social Change. New York University, New York, NY
- Raudenbush, S. W., (2014) Does Schooling Increase or Reduce Social Inequality? Invited presentation presented at the Conference on Evidence on Schooling and Wellbeing sponsored by the TrygFonden Foundation at Aarhus University, Aarhus, Denmark
- Raudenbush, S. W., (2014). Random Coefficient Models for Multi-site Randomized Trials With Inverse Probability of Treatment Weighting. Invited presentation presented at the Interdisciplinary Seminar in Quantitative Methods ISQM at the University of Michigan in Ann Arbor, Michigan
- Raudenbush, S. W. (2013) Studying Variation in the Effect of Program Participation. Invited presentation presented at the Issues and Options for Learning from Variation in Program Effects: A Workshop sponsored by the William T. Grant Foundation, Chicago, Illinois
- Reardon, S. F., Raudenbush, S. W., and Bloom, H. (2013) Multiple-Site, Multiple-Mediator Instrumental Variables (MSMM-IV) Methods: Assumptions and Design Issues. Invited presentation presented at the Issues and Options for Learning from Variation in Program Effects: A Workshop sponsored by the William T. Grant Foundation, Chicago, Illinois
- Raudenbush, S. W. (2013) Statistical Methods for Multi-site Trials and Making a Success of "Algebra for All: The Impact of Extended Instructional Time and Classroom Peer Ability in Chicago. Invited presentation presented at the Advanced Quantitative Methods in Education Research Program at the University of California at Los Angeles, Los Angeles, California

- Raudenbush, S. W. (2013) Statistical Analysis for Multi-Site Trials. Invited presentation presented at the TIES Methodology Summer Institute at Pennsylvania State University, University Park, Pennsylvania
- Raudenbush, S. W. (2013) Methods for Studying Impact Variation in Multi-Site Trials. Invited presentation presented at the Curry Research Lectureship Series at the University of Virginia Curry School of Education, Charlottesville, Virginia
- Raudenbush, S.W. (2013) Statistical Analysis for Multi-Site Trials with Instrumental Variable: The Case of Math Curricular Reform in Chicago. Invited presentation presented at the Department of Sociology Colloquium at the University of Wisconsin-Madison, Madison, Wisconsin
- Raudenbush, S. W. (2013) To What Extent Do Student Perceptions of Classroom Quality Predict Teacher Value Added? A Multilevel Variable Selection Model. Invited presentation presented at the Quantitative Research Methods in Education, Health, and Social Sciences (QMEHSS) Workshop at the University of Chicago, Chicago, Illinois
- Raudenbush, S. W. (2012) Heterogeneous Agents, Social Interactions, and Causal Inference. Invited presentation presented at the Center for Developmental Science, Carolina Consortium on Human Development at the University of North Carolina at Chapel Hill. Chapel Hill, NC
- Raudenbush, S. W., (2012) Statistical Power for Multi-Level Experiments presented at the Center for Research Methods and Data Analysis Randomized Controlled Trials (RCT) for Clinical and Behavioral Settings at the University of Kansas. Lawrence, Kansas.
- Raudenbush, S. W. (2012) Studying the Impact of Program Participation in Multi-site Trails Using Instrumental Variables Invited presentation presented at the University of Chicago Early Childhood Interventions (ECI) Working Group Inaugural Conference. Chicago, Illinois
- Raudenbush, S. W. (2012) Assessing Teacher Effectiveness: What Have We Learned and How Can We Use It? Invited presentation presented at the University of Chicago Urban Education Institute. Chicago, Illinois
- Raudenbush, S. W. (2012) Statistical Analysis for Multi-site Trials Using Instrumental Variables. Invited lecture presented at the Johns Hopkins University Social Policy Seminar Series Institute for Policy Studies. Baltimore, Maryland
- Raudenbush, S.W. (2012) Assessing Teacher Effectiveness: What Have We Learned and How Can We Use It? Invited presentation presented at William T. Grant Foundation Board of Trustees Directors Meeting. New York, New York
- Raudenbush, S. W. (2012) Schooling and Educational Inequality. Invited lecture presented at Multi-Disciplinary Symposium "Improving the Well-Being of Children and Youth?" The Carlsberg Academy, Copenhagen, Denmark
- Raudenbush, S.W. (2011) Statistical Analysis for Multi-Site Trials Using Instrumental Variable: The Case of Math Curricular Reform in Chicago. Invited lecture presented at Johns Hopkins University Institute for Social Policy Studies Seminar. Baltimore, Maryland.
- Raudenbush, S.W. (2011) Reimagining the City-University Connection: Integrating Research, Policy and Practice. Symposium on Improving Urban Education sponsored by the Radcliffe Institute for Advanced Study at Harvard University. Cambridge, Massachusetts.
- Raudenbush, S.W. (2011) The Impact of Math Curricular Reform on Course-Taking, Classroom Composition and Achievement: A Multisite Regression Discontinuity Design. Invited lecture presented at the Institute for Policy Research at Northwestern University. Evanston, Illinois
- Raudenbush, S. W. (2011) Analysis of Data from Multi-Site Trials. Invited lecture presented at the Modern Modeling Methods Conference at the University of Connecticut. Storrs, Connecticut
- Raudenbush, S. W. (2010) Getting on Track Early for School Success: An Assessment System to Support Effective Instruction. Invited presentation presented at the W. Clement & Jessie V. Stone Foundation Board of Directors Meeting. Chicago, Illinois.
- Raudenbush, S. W. (2010) Getting on Track Early for School Success: An Assessment System to Support Effective Instruction. Invited presentation presented at the National Opinion Research Center (NORC) Board of Directors Meeting. Chicago, Illinois.
- Raudenbush, S. W. (2010) Applications of Hierarchical Linear Models in Social Science: An Overview and Some Recent Developments. Invited lecture presented at Cornell University Workshop on Multilevel Modeling, Cornell Population Program (Statistics Core). Ithaca, New York.
- Raudenbush, S. W. (2010) Reducing Educational Inequality by Improving Instruction: Theory, Evidence, and the Next Generation Research. Invited lecture at the International Conference of Educational Effectiveness: Models, Methods, and Applications. Leuven, Belgium.

- 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. (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). 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.(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). 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. (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 of Measurement and Education, Montreal, Canada
- 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? 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. (2004). Discussant for Replication in Qualitative Educational Research. Presidential invited session. Annual Meeting of the American Educational Research Association, San Diego
- 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 Third Annual Development, Psychopathology & Mental Health Symposium, University of Michigan. Sponsored by the Center for Development & Mental Health, Department of Psychology and 6 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, Apr.
- 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, Apr 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, Apr 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, Mar.
- 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, Jan.
- Raudenbush, S.W. (2002). Invited speaker at the Student's for Social Justice meeting, School of Education, University of Michigan, Dec.
- 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.
- 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., 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-Jun 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, Mar 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, Sep 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, Jul 6.
- Raudenbush, S.W. (2001). Accountability, Causal Inference & Social Justice. Invited speaker at Planning the Future: A Summer Institute for Superintendents, Jun 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). 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. Jun 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. Jun 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, Apr 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, Mar 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, Mar 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

- Raudenbush, S.W., and Schwartz, D. (2017) Estimation in Multisite Trials with Heterogeneous Treatment Effects. ASA Methodology Section Midyear Conference. Chicago, Illinois
- Raudenbush, S. W., (2017) Educational Opportunity, Neighborhoods, and Geospatial Dimensions of Schools and Schooling. Presidential Session American Educational Research Association Annual Conference. San Antonio, Texas
- Raudenbush, S. W., (2017) Panel on Advancing Research on the School as an Instructional System. American Educational Research Association Annual Conference. San Antonio, Texas
- Raudenbush, S. W., (2017). Challenges in Estimating Causal Effects in Multilevel Settings Research Methods Symposium (SREE). Spring 2017 Annual Conference. Washington, DC.
- Raudenbush, S. W., and Bryk, A. (2016) Hierarchical Linear Modeling. HLM Short Course presenter at Society for Research on Educational Effectiveness (SREE) Summer Workshop. Palo Alto, California
- Raudenbush, S. W., and Bryk, A. (2014) Hierarchical Linear Modeling. HLM Short Course presented at Society for Research on Educational Effectiveness (SREE) Summer Workshop. Palo Alto, California.
- Raudenbush, S. W., and Bryk, A. (2013). Hierarchical Linear Modeling. HLM Short Course presented at Society for Research on Educational Effectiveness (SREE) Summer Workshop. Palo Alto, California.
- Raudenbush, S. W., and Bryk, A. (2012). Hierarchical Linear Modeling. HLM Short Course presented at Society for Research on Educational Effectiveness (SREE) Summer 2012 Workshop. Palo Alto, California.
- Raudenbush, S. W. and Shin, Y. (2012). Analysis of Incomplete Multilevel Data . Short Course presented at the Society for Research on Educational Effectiveness (SREE) Spring 2012 Annual Conference. Washington, DC.
- Raudenbush, S.W. (2011) Modeling Mediation: Causes, Markers, and Mechanisms. Society for Research on Educational Effectiveness (SREE). Spring 2011 Annual Conference. Washington, DC.

- Raudenbush, S. W. (2010) School Organization, Inequality, and Educational Policy. Association for Policy Analysis and Management (APPAM). Thirty-Second Annual Research Conference. Boston, Massachusetts.
- Raudenbush, S. W., (2010) Strategies for Modeling Interference Between Units in Multi-site Trials. ENAR (Eastern Northern American Region) International Biometric Society 2010 Spring Meeting. New Orleans, Louisiana.
- 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) Causal Inference in Multi-Level Setting. National Institutes of Health. APA Board of Convention Affairs Meeting. Boston, Massachusetts.
- 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, WI
- 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, WI
- 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., & Ponsiciak, 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, Nov.
- Sampson, R.J. and Raudenbush, S. W. (2002). Systematic social observation: Rationale, design and model. Didactic seminar at the American Statistical Association annual meeting, Aug.
- 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, Apr
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