

## CURRICULUM VITAE

**James Algina**  
**Emeritus Professor of Education, School of Human Development and Organizational**  
**Studies in Education**  
**University of Florida**  
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### EDUCATION

#### *Graduate*

1976 University of Massachusetts Ed.D.  
Major: Psychometrics, Statistics  
Minor: Educational Psychology

#### *Undergraduate*

1971 University of Rhode Island B.A.  
Major: Psychology  
Minor: English

### PROFESSIONAL EXPERIENCE

6/2013-present Emeritus Professor of Education, School of Human Development and Organizational Studies in Education, College of Education, University of Florida

8/2009-6/2013 Professor of Education, School of Human Development and Organizational Studies in Education, College of Education, University of Florida

11/2009-6/2010 Acting Director, School of Human Development and Organizational Studies in Education, College of Education, University of Florida

7/1999-8/2009 Professor of Education, Department of Educational Psychology, College of Education, University of Florida

2001-2003 University of Florida Research Foundation Professor

7/1997-6/1998 Acting Chair, Foundations of Education Department, College of Education, University of Florida

8/1983-8/1995 Chair, Foundations of Education Department, College of Education, University of Florida

9/1985-6/1999 Professor of Education, Foundations of Education Department, College of Education, University of Florida

9/1980-8/1985 Associate Professor of Education, Foundations of Education Department, College of Education, University of Florida

9/1978-8/1980 Assistant Professor of Education, Foundations of Education Department, College of Education, University of Florida

1977-8/1978 Assistant Professor of Education, Program in Educational Research Methodology, School of Education; Center Associate, Learning Research and Development Center, University of Pittsburgh

1975-1976 Assistant Professor of Medical Education, Center for Educational Development, University of Illinois at the Medical Center, Chicago

### **PROFESSIONAL SERVICE**

Co-Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development, 1996-1998

Editor, *Journal of Educational Measurement*, 1990-1992

Advisory Editor, *Journal of Educational Measurement*, 1986-1989, 1996-2013

Board of Cooperating Editors, *Educational and Psychological Measurement*, 1995-2010

Consulting Editor, *Journal of Experimental Education*, 1996-2013

Editorial Board, *Contemporary Educational Psychology*, 1996-2014

Editorial Board, *Psychological Methods*, 1999-2013

Editorial Board, *Psychological Bulletin*, 1994-1996

Advisory Editor, *Journal of Educational Psychology*, 1980-1989

Chair, Nominating Committee, Division D, AERA, 1995-1996

Member, Publications Committee, National Council on Measurement in Education, 1993-1997

Member, Nominating Committee, Division D, AERA, 1994-1995

Occasional Reviewer, *Applied Educational Measurement*, *Applied Psychological Measurement*, *British Journal of Mathematical and Statistical Psychology*, *Multivariate Behavioral Research*, *Psychometrika*, *Journal of Educational and Behavioral Statistics*

President, Educational Statisticians, A Special Interest Group of AERA, 1984-1985

Program Chair and President Elect, Educational Statisticians, A Special Interest Group of AERA, 1983-1984

Secretary-Treasurer, Educational Statisticians, A Special Interest Group of AERA, 1979-1981

## COMPLETED STUDIES

### *Dissertation*

1. **Algina, J.** (1976). *A generalized longitudinal factor model for the analysis of change* [Unpublished doctoral dissertation]. University of Massachusetts.

### *Books*

1. Legg S. M., & **Algina, J.** (Eds). (1990). *Cognitive assessment of educational outcomes*. Ablex.
2. Crocker, L., & **Algina, J.** (1986). *Introduction to classical and modern test theory*. Holt, Rinehart, & Winston.

### *Book Chapters*

1. Bishop, C. D., Snyder, P. A., **Algina, J.**, & Leite, W. (2016). Expanding frontiers in research designs, methods and measurement in support of evidence-based practice in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 501-540). Springer.
2. **Algina, J.**, & Swaminathan H. (2011). Centering in two-level nested designs. In J. J. Hox & J. K. Roberts (Eds.), *Handbook of advanced multilevel analysis* (pp. 285-312). Routledge.
3. **Algina, J.**, & Penfield, R. D. (2009). Classical test theory. In R. E. Millsap & A. Maydeu-Olivares (Eds.), *The SAGE handbook of quantitative methods in psychology*. Sage Publications.
4. Keselman, H. J., **Algina, J.**, Boik, R. J., & Wilcox, R. R. (1999). New approaches to the analysis of repeated measurements. In B. Thompson (Ed.), *Advances in social science methodology* (Vol. 5, pp. 251-268). Jai.
5. **Algina, J.**, & Coombs, W. T. (1996). A review of selected parametric solutions to the Behrens-Fisher problem. In B. Thompson (Ed.), *Advances in social science methodology* (Vol. 4, pp. 137-171). Jai.
6. Keselman, H. J., & **Algina, J.** (1996). The analysis of higher-order repeated measures designs. In B. Thompson (Ed.), *Advances in social science methodology* (Vol. 4, pp. 45-70). Jai.

7. **Algina, J.** (1989). Elements of classical reliability theory and generalizability theory. In B. Thompson (Ed.), *Advances in social science methodology* (Vol. 1, pp. 137-169). Jai.
8. **Algina, J.**, & Legg, S. M. (1987). Technical issues. In L. M. Rudner (Ed.), *What's happening in teacher testing: An analysis of state teacher testing programs* (pp. 135-138). Office of Educational Research and Improvement.
9. Hambleton, R. K., Swaminathan, H., & **Algina, J.** (1976). Some contributions to the theory and practice of criterion-referenced testing. In D. N. M. de Gruijter, L. J. Th. van der Kamp, & A. F. Crombag (Eds.), *Perspectives in psychological and educational measurement*. Wiley.

### ***Encyclopedia Articles***

1. **Algina, J.**, & Swaminathan, H. (2015). Psychometrics: Classical test theory. In J. D. Wright (Ed.), *International encyclopedia of the social and behavioral sciences* (2nd ed., pp.423-430). Elsevier.
2. **Algina, J.**, & Keselman, H. J. (2010). Semipartial correlation coefficient. In N. J. Salkind (Ed.), *Encyclopedia of research design* (Vol. 1, pp. 1335-1337). Sage Publications.
3. Keselman, H. J., & **Algina, J.** (2010). Student's t test. In N. J. Salkind (Ed.), *Encyclopedia of research design* (Vol. 1, pp. 1462-1469). Sage Publications.
4. **Algina, J.** (2008). Behrens-Fisher problem-II. In S. Kotz, C. B. Read, & D. L. Banks (Eds.), *Encyclopedia of statistical sciences online*. John Wiley.
5. **Algina, J.** (1999). Behrens-Fisher problem-update and extensions. In S. Kotz, C. B. Read, & D. L. Banks (Eds.), *Encyclopedia of statistical science*. John Wiley.
6. **Algina, J.** (1998). The Aspin-Welch test. In P. Armitage & T. Colton (Eds.), *Encyclopedia of biostatistics* (Vol. 1, pp. 201-202). John Wiley.
7. **Algina, J.** (1992). Reliability of measurement. In M. C. Alkin (Ed.), *Encyclopedia of educational research* (pp. 1090-1093). Macmillan.

### ***Refereed Publications***

1. Daunic, A. P., Corbett, N. L., Smith, S. W., **Algina, J.**, Poling, D., Worth, M., Boss, D., Crews, E., & Vezzoli, J. (2021). Efficacy of the social-emotional learning foundations curriculum for kindergarten and first grade students at risk for emotional and behavioral disorders. *Journal of School Psychology, 86*, 78-89.  
<https://doi.org/10.1016/j.jsp.2021.03.004>

2. Hemmeter, M. L., Fox, L., Snyder, P., **Algina, J.**, Hardy, J. K., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial. *Early Childhood Research Quarterly*, 54(1), 204-218  
<https://doi.org/10.1016/j.ecresq.2020.08.004>
3. Aydin, B., & **Algina, J.** (2021). Best linear unbiased prediction of latent means in three-level data. *Journal of Experimental Education*. Advanced online publication.  
<https://doi.org/10.1080/00220973.2021.1873088>
4. Gill, M. G., Trevors, G., Greene, J. A., & **Algina, J.** (2020). Don't take it personally? The role of personal relevance in conceptual change. *The Journal of Experimental Education*. Advance online publication. <https://doi.org/10.1080/00220973.2020.1754152>
5. Aydin, B., **Algina, J.**, & Leite, W. L. (2019). Comparison of model- and design-based approaches to detect the treatment effect and covariate by treatment interactions in three-level models for multisite cluster-randomized trials. *Behavior Research Methods*, 51(1), 243-257. <https://doi.org/10.3758/s13428-018-1080-1>
6. Conroy, M. A., Sutherland, K. S., **Algina, J.**, Ladwig, C., Werch, B., Martinez, J., Jesse, G., & Gyure, M. (2019). Outcomes of the BEST in CLASS intervention on teachers' use of effective practices, self-efficacy, and classroom quality. *School Psychology Review*, 48(1), 31-45. <https://doi.org/10.17105/SPR-2018-0003.V48-1>
7. Conroy, M. A., Sutherland, K. S., **Algina, J.**, Werch, B., & Ladwig, C. (2018). Prevention and treatment of problem behaviors in young children: Clinical implications from a randomized controlled trial of BEST in CLASS. *AERA OPEN*, 4(1), 1-16.  
<https://doi.org/10.1177/2332858417750376>
8. Huggins-Manley, A. C., **Algina, J.**, & Zhou, S. (2018). Models for semiorordered data to address not applicable responses in scale measurement. *Structural Equation Modeling: A Multidisciplinary Journal*, 25(2), 230-243.  
<https://doi.org/10.1080/10705511.2017.1376586>
9. McLaughlin, T. W., Snyder, P. A., & **Algina, J.** (2018). Examining young children's social competence using functional ability profiles. *Disability and Rehabilitation*, 40(25), 2987-2997. <https://doi.org/10.1080/09638288.2017.1363823>
10. Snyder, P., Hemmeter, M. L., McLean, M., Sandal, S., McLaughlin, T., & **Algina, J.** (2018). Effects of professional development on preschool teachers' use of embedded instruction practices. *Exceptional Children*, 84(2), 213-232.  
<https://doi.org/10.1177/0014402917735512>
11. Sutherland, K. S., Conroy, M. A., **Algina, J.**, Ladwig, C., Jesse, G., & Gyure, M. (2018). Reducing child problem behaviors and improving teacher-child interactions and relationships: A randomized controlled trial of BEST in CLASS. *Early Childhood Research Quarterly*, 42, 31-43. <https://doi.org/10.1016/j.ecresq.2017.08.001>

12. Sutherland, K. S., Conroy, M. A., McLeod, B. D., **Algina, J.**, & Kunemund, R. L. (2018). Factors associated with teacher delivery of a classroom-based tier 2 prevention program. *Prevention Science, 19*(2), 186-196. <https://doi.org/10.1007/s11121-017-0832-y>
13. Sutherland, K. S., Conroy, M. A., McLeod, B. D., **Algina, J.**, & Wu, E. (2018). Teacher competence of delivery of BEST in CLASS as a mediator of treatment effects. *School Mental Health, 10*(3), 214-225. <https://doi.org/10.1007/s12310-017-9224-5>
14. Brownell, M. T., Kiely, M. T., Hager, D., Boardman, A., Corbett, N., **Algina, J.**, Dingle, M. P., & Urbach, J. (2017). Literacy learning cohorts: Content-focused approach to improving special education teachers' reading instruction. *Exceptional Children, 83*(2), 143-164. <https://doi.org/10.1177/0014402916671517>
15. Grapin, S. L., Kranzler, J. H., Waldron, N., Joyce-Beaulieu, D., & **Algina, J.** (2017). Developing local oral reading fluency cut scores for predicting high-stakes test performance. *Psychology in the Schools, 54*(9), 932-946. <https://doi.org/10.1002/pits.22035>
16. Griffin, C. C., Dana, N. F., Pape, S. J., **Algina, J.**, Bae, J., Prosser, S. K., & League, M. B. (2017). *Prime Online*: Exploring teacher professional development for creating inclusive elementary mathematics classrooms. *Teacher Education and Special Education, 41*(2), 121-139. <https://doi.org/10.1177/0888406417740702>
17. Marshik, T., Ashton, P. T., & **Algina, J.** (2017). Teachers' and students' needs for autonomy, competence, and relatedness as predictors of students' achievement. *Social Psychology of Education, 20*(1), 39-67. <https://doi.org/10.1007/s11218-016-9360-z>
18. McLaughlin, T. W., Snyder, P. A., & **Algina, J.** (2017). Using generalizability theory to examine the dependability of scores from the learning target rating scale. *Topics in Early Childhood Special Education, 37*(3), 164-175. <https://doi.org/10.1177/0271121416669924>
19. Smith, S. W., Daunic, A. P., **Algina, J.**, Pitts, D. L., Merrill, K. L., Cumming, M. M., & Allen, C. (2017). Self-regulation for students with emotional and behavioral disorders: Preliminary effects of the *I Control* curriculum. *Journal of Emotional and Behavioral Disorders, 25*(3), 143-156. <https://doi.org/10.1177/1063426616661702>
20. Wang, F., **Algina, J.**, Snyder, P., Cox, M., & the Family Life Project Key Investigators. (2017). Children's task-oriented patterns in early childhood: A latent transition analysis. *Early Childhood Research Quarterly, 41*, 63-73. <https://doi.org/10.1016/j.ecresq.2017.05.006>
21. Wang, F., **Algina, J.**, Snyder, P., Cox, M., & the Family Life Project Key Investigators. (2017). Children's task engagement during challenging puzzle tasks. *Merrill-Palmer Quarterly, 63*(4), 425-457. <https://doi.org/10.13110/merrpalmquar1982.63.4.0425>

22. Aydin, B., Leite, W., & **Algina, J.** (2016). The effects of including observed means or latent means as covariates in multilevel models for cluster randomized trials. *Educational and Psychological Measurement*, 76(5), 803-823. <https://doi.org/10.1177/0013164415618705>
23. Hemmeter, M. L., Snyder, P. A., Fox, L., & **Algina, J.** (2106). Evaluating the implementation of the *Pyramid Model for Promoting Social-Emotional Competence* in early childhood classrooms. *Topics in Early Childhood Special Education*, 36(3), 133-146. <https://doi.org/10.1177/0271121416653386>
24. Koo, N., Leite, W., & **Algina, J.** (2016). Mediated effects with the parallel process latent growth model: An evaluation of methods for testing mediation in the presence of nonnormal data. *Structural Equation Modeling*, 23(1), 32-44. <https://doi.org/10.1080/10705511.2014.959419>
25. Conroy, M. A., Sutherland, K. S., **Algina, J. J.**, Wilson, R. E., Martinez, J. R., & Whalon, K. J. (2015). Measuring teacher implementation of the *BEST in CLASS* intervention program and corollary child outcomes. *Journal of Emotional and Behavioral Disorders*, 23(3), 144-155. <https://doi.org/10.1177/1063426614532949>
26. McLaughlin, T. W., Snyder, P. A., & **Algina, J.** (2015). Characterizing early childhood disabilities in a nationally representative sample using functional profiles. *Exceptional Children*, 81(4), 471-488. <https://doi.org/10.1177/0014402914563696>
27. Huggins, A. C., & **Algina, J.** (2015). The partial credit model and generalized partial credit model as constrained nominal response models, with application in *Mplus*. *Structural Equation Modeling*, 22(2), 308-318. <https://doi.org/10.1080/10705511.2014.937374>
28. Pape, S. J., Prosser, S. K., Griffin, C. C., Dana, N. F., **Algina, J.**, & Bae, J. (2015). *Prime Online*: Developing grades 3-5 teachers' content knowledge for teaching mathematics in an online professional development program. *Contemporary Issues in Technology and Teacher Education*, 15(1), 14-43. <https://citejournal.org/volume-15/issue-1-15/mathematics/prime-online-developing-grades-3-5-teachers-content-knowledge-for-teaching-mathematics-in-an-online-professional-development-program/>
29. Aydin, B., Leite, W. L., & **Algina, J.** (2014). The consequences of ignoring variability in measurement occasions within data collection waves in latent growth models. *Multivariate Behavioral Research*, 49(2), 149-160. <https://doi.org/10.1080/00273171.2014.887901>
30. Peters, C. D., Kranzler, J. H., **Algina, J.**, Smith, S. W., & Daunic, A. P. (2014). Understanding disproportionate representation in special education by examining group differences in behavior ratings. *Psychology in the Schools*, 51(5), 452-465. <https://doi.org/10.1002/pits.21761>

31. Shepperd, J. A., Miller, W. A., Smith, C. T., & **Algina, J.** (2014). Does religion offer worldviews that dissuade adolescent substance abuse? *Psychology of Religion and Spirituality*, 6(4), 292-301. <https://doi.org/10.1037/a0037052>
32. Zhang, L., Jin, R., Leite, W. L., & **Algina, J.** (2014). Additive models for multitrait-multimethod data with a multiplicative trait-method relationship: A simulation study. *Structural Equation Modeling*, 21(1), 68-80. <https://doi.org/10.1080/10705511.2014.856698>
33. Henry, G., & **Algina, J.** (2013). Use of the Color Trails Test as an embedded measure of performance validity. *The Clinical Neuropsychologist*, 27(5), 864-876. <https://doi.org/10.1080/13854046.2013.786758>
34. Henry, G. K., Heilbronner, R. L., **Algina, J.**, & Kaya, Y. (2013). Derivation of the MMPI-2-RF Henry-Heilbronner Index-r (HHI-r) Scale. *The Clinical Neuropsychologist*, 27(3), 509-515. <https://doi.org/10.1080/13854046.2012.739644>
35. Othman, A. R., Yin, T. S., Keselman, H. J., Wilcox, R. R., & **Algina, J.** (2012). Robust modifications of the Levene and O'Brien tests for spread. *Journal of Modern Applied Statistical Methods*, 11(1), 54-68. <https://doi.org/10.22237/jmasm/1335845040>
36. Peters, C., **Algina, J.**, Smith, S. W., & Daunic, A. P. (2012). Factorial validity of the Behavior Rating Inventory of Executive Function (BRIEF)-Teacher form. *Child Neuropsychology*, 18(2), 168-181. <https://doi.org/10.1080/09297049.2011.594427>
37. VanDerHeyden, A., McLaughlin, T., **Algina, J.**, & Snyder, P. (2012). Randomized evaluation of a supplemental grade-wide mathematics intervention. *American Educational Research Journal*, 49(6), 1251-1284. <https://doi.org/10.3102/0002831212462736>
38. Oakland, T. D., & **Algina, J.** (2011). Adaptive Behavior Assessment System-II parent/primary caregiver form: Ages 0-5: Its factor structure and other implications for practice. *Journal of Applied School Psychology*, 27(2), 103-117. <https://doi.org/10.1080/15377903.2011.565267>
39. Zhang, G., & **Algina, J.** (2011). A robust root mean square standardized effect size in one-way fixed-effects ANOVA. *Journal of Modern Applied Statistical Methods*, 10(1), 77-96. <https://doi.org/10.22237/jmasm/1304222880>
40. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2010). Confidence intervals for squared semipartial correlation coefficients: The effect of nonnormality. *Educational and Psychological Measurement*, 70(6), 926-940. <https://doi.org/10.1177/0013164410379335>
41. Liu, F., Black, E., **Algina, J.**, Cavanaugh, C., & Dawson, K. (2010). The validation of one parental involvement measurement in virtual schooling. *Journal of Interactive Online Learning*, 9(2), 105-132. <https://www.ncolr.org/issues/jiol/v9/n2/the-validation-of-one-parental-involvement-measurement-in-virtual-schooling.html>



42. Shi, Y., Leite, W., & **Algina, J.** (2010). The impact of omitting the interaction between crossed factors in cross-classified random effects modelling. *British Journal of Mathematical and Statistical Psychology*, 63(1), 1-15. <https://doi.org/10.1348/000711008X398968>
43. **Algina, J.**, & Keselman, H. J. (2008). Population validity and cross-validity: Applications of distribution theory for testing hypotheses, setting confidence intervals, and determining sample size. *Educational and Psychological Measurement*, 68(2), 233-244. <https://doi.org/10.1177/0013164407305589>
44. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2008). Confidence intervals for the squared multiple semipartial correlation coefficient. *Journal of Modern Applied Statistical Methods*, 7(1), 2-10. <https://doi.org/10.22237/jmasm/1209614460>
45. **Algina, J.**, Keselman, H. J., & Penfield, R. J. (2008). Note on a confidence interval for the squared semipartial correlation coefficient. *Educational and Psychological Measurement*, 68(5), 734-741. <https://doi.org/10.1177/0013164407313371>
46. Keselman, H. J., **Algina, J.**, Lix, L. M., Wilcox, R. R., & Deering, K. N. (2008). A generally robust approach for testing hypotheses and setting confidence intervals for effect sizes. *Psychological Methods*, 13(2), 110-129. <https://doi.org/10.1037/1082-989X.13.2.110>
47. Keselman, H. J., Wilcox, R. R., **Algina, J.**, Othman, A. R., & Fradette, K. (2008). A comparative study of robust tests of spread: Asymmetric trimming strategies. *British Journal of Mathematical and Statistical Psychology*, 61(2), 235–253. <https://doi.org/10.1348/000711008X299742>
48. Rossen, E., Kranzler, J. H., & **Algina, J.** (2008). Confirmatory factor analysis of the Mayer Salovey-Caruso Emotional Intelligence Test V 2.0 (MSCEIT). *Personality and Individual Differences*, 44(5), 1258-1269. <https://doi.org/10.1016/j.paid.2007.11.020>
49. Wei, Y., Oakland, T., & **Algina, J.** (2008). Multigroup confirmatory factor analysis for the Adaptive Behavior Assessment System-II Parent Form, Ages 5-21. *American Journal on Mental Retardation*, 113(3), 178-186. [https://doi.org/10.1352/0895-8017\(2008\)113\[178:mcfaf2.0.co;2](https://doi.org/10.1352/0895-8017(2008)113[178:mcfaf2.0.co;2)
50. Zhang, G., & **Algina, J.** (2008). Coverage performance of the non-central  $F$ -based and percentile bootstrap confidence intervals for root mean square standardized effect size in one-way fixed-effects ANOVA. *Journal of Modern Applied Statistical Methods*, 7(1), 56-76. <https://doi.org/10.22237/jmasm/1209614700>
51. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2007). Confidence intervals for an effect size measure in multiple linear regression. *Educational and Psychological Measurement*, 67(2), 207-218. <https://doi.org/10.1177/0013164406292030>

52. Keselman, H. J., Wilcox, R. R., Lix, L. M., **Algina, J.**, & Fradette, K. (2007). Adaptive robust estimation and testing. *British Journal of Mathematical and Statistical Psychology*, 60(2), 267-294. <https://doi.org/10.1348/000711005X63755>
53. Padilla, M. A., & **Algina, J.** (2007). Type I error rates of the Kenward-Roger adjusted degree of freedom *F*-test for a split-plot design with missing values. *Journal of Modern Applied Statistical Methods*, 6(1), 66-80. <https://doi.org/10.22237/jmasm/1177992420>
54. Wehry, S., & **Algina, J.** (2007). Analyses of unbalanced groups-versus-individual research designs using three alternative approximate degrees of freedom tests: Test development and Type I error rates. *Journal of Modern Applied Statistical Methods*, 6(1), 53-65. <https://doi.org/10.22237/jmasm/1177992360>
55. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2006). Confidence interval coverage for Cohen's effect size statistic. *Educational and Psychological Measurement*, 66(6), 945-960. <https://doi.org/10.1177/0013164406288161>
56. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2006). Confidence intervals for an effect size when variances are not equal. *Journal of Modern Applied Statistical Methods*, 5(1), 2-13. <https://doi.org/10.22237/jmasm/1146456060>
57. Kowalchuk, R. K., Keselman, H. J., Wilcox, R. R., & **Algina, J.** (2006). Multiple comparison procedures, trimmed means and transformed statistics, *Journal of Modern Applied Statistical Methods*, 5(1), 44-65. <https://doi.org/10.22237/jmasm/1146456300>
58. Penfield, R. D., & **Algina, J.** (2006). A generalized DIF effect variance estimator for measuring unsigned differential test functioning in mixed format tests. *Journal of Educational Measurement*, 43(4), 295-312. <https://doi.org/10.1111/j.1745-3984.2006.00018.x>
59. Misangi, V. F., LePine, J. A., **Algina, J.**, & Goeddeke, F. (2006). The adequacy of repeated-measures regression for multilevel research: Comparisons with repeated-measures ANOVA, multivariate repeated-measures ANOVA, and multilevel modeling across various multilevel research designs. *Organizational Research Methods*, 9(1), 5-28. <https://doi.org/10.1177/1094428105283190>
60. Werba, B. E., Eyberg, S. M., Boggs, S. R., & **Algina, J.** (2006). Predicting outcome in parent-child interaction therapy: Success and attrition. *Behavior Modification*, 30(5), 618-646. <https://doi.org/10.1177/0145445504272977>
61. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2005). An alternative to Cohen's standardized mean difference effect size: A robust parameter and confidence interval in the two independent groups case. *Psychological Methods*, 10(3), 317-328. <https://doi.org/10.1037/1082-989X.10.3.317>

62. **Algina, J.**, Keselman, H. J., & Penfield, R. D. (2005). Effect sizes and their intervals: The two-level repeated measures case. *Educational and Psychological Measurement*, 65(2), 241-258. <https://doi.org/10.1177/0013164404268675>
63. Keselman, H. J., **Algina, J.**, & Fradette, K. (2005). Robust confidence intervals for effect size in the two-group case. *Journal of Modern Applied Statistical Methods*, 4(2), 353-371. <https://doi.org/10.22237/jmasm/1130803320>
64. **Algina, J.**, & Kesleman, H. J. (2004). Assessing treatment effects in randomized longitudinal two-group designs with missing observations. *Journal of Modern Applied Statistical Methods*, 3(2), 271-287. <https://doi.org/10.22237/jmasm/1099267380>
65. **Algina, J.**, & Kesleman, H. J. (2004). A comparison of methods for longitudinal analysis with missing data. *Journal of Modern Applied Statistical Methods*, 3(1), 13-26. <https://doi.org/10.22237/jmasm/1083369780>
66. Gill, M. G., Ashton, P., & **Algina, J.** (2004). Authoritative schools: A test of a model to resolve the school effectiveness debate. *Contemporary Educational Psychology*, 29(4), 389-409. <https://doi.org/10.1016/j.cedpsych.2003.10.002>
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### **Book Reviews**

1. **Algina, J.** (1993). [Review of the book *Statistics: The exploration and analysis of data*, by J. Devore & R. Peck]. *Educational and Psychological Measurement*, 53(5), 855-859. <https://doi.org/10.1177/0013164493053003030>
2. **Algina, J.** (1989). [Review of the book *Drawing Inferences from self-selected samples*, by H. Wainer, Ed.]. *Journal of Educational Statistics*, 14(2), 201-204. <https://doi.org/10.3102/10769986014002201>
3. **Algina, J.** (1982). [Review of the book *An introduction to causal analysis in Sociology*, by I. Birnbaum]. *Sociology: Reviews of New Books*, 9, 37.
4. **Algina, J.**, & Crocker, L. (1981). [Review of the book *Evaluating with validity*, by E. R. House]. *Sociology: Reviews of New Books*, 8, 93.
5. **Algina, J.** (1980). [Review of the book *Mathematics for social scientists*, by K. H. Kim & F. W. Roush]. *Sociology: Reviews of New Books*, 7, 118.
6. **Algina, J.**, & Webb, R. (1979). [Review of the book *Children in classrooms*, by D. Solomon & A. J. Kendall]. *Sociology: Reviews of New Books*, 7, 6-7.
7. **Algina, J.**, & Swaminathan, H. (1975). [Review of the book *Introduction to probability and statistics: Concepts and principles*, by H. Frank]. *Educational and Psychological Measurement*, 35(1), 208-210. <https://doi.org/10.1177/001316447503500134>

### **PAPERS PRESENTED AT CONFERENCES**

1. Daunic, A., Worth, M., Poling, D., **Algina, J.**, Corbett, N., Smith, S. W., & Crews, E. (2019, April). *Efficacy of a K-1 social-emotional learning intervention for students at-risk for EBD: Exploring moderation effects* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, ON, Canada.
2. Daunic, A. P., Corbett, N. L., Smith, S. W., **Algina, J.**, Poling, D., Worth, M., & Crews, E. (2019, March). *Efficacy of a K-1 social-emotional learning intervention for students at-risk for EBD: Initial findings* [Presentation]. Annual Meeting of The Society for Research on Educational Effectiveness, Washington, DC, United States.

3. Daunic, A. P., Corbett, N. L., Smith, S. W., & **Algina, J.** (2019, January). *Efficacy of the SELF Intervention: Findings from years 1 and 2 of a goal 3 cluster randomized efficacy study to evaluate effects of the social-emotional learning foundations curriculum for K-1 students at risk for EBD* [Poster presentation]. U.S. Department of Education, Institute of Education Sciences, 2019 Principal Investigators Meeting, Washington, DC, United States.
4. Corbett, N. L., Daunic, A. P., Smith, S. W., & **Algina, J.** (2018, July). *Merging social-emotional learning and literacy instruction for k-1 students at risk for emotional/behavioral problems* [Presentation]. Annual Meeting of the Division of International Special Education and Services, Cape Town, South Africa.
5. Corbett, N., Daunic, A., Smith, S., **Algina, J.**, Crews, E., Calhoun, A., Poling, D., Riddle, D., Worth, M., & Yaraghchi, M. (2018, February). *The Social-Emotional Learning Foundations (SELF) curriculum: Preliminary results from a randomized control trial* [Paper presentation]. Annual Meeting of the Council for Exceptional Children, Tampa, FL, United States.
6. Daunic, A. P., Corbett, N. L., Smith, S. W., & **Algina, A.** (2018, January). *Evaluating a social-emotional learning curriculum for children at risk for emotional and behavioral disorders* [Poster presentation]. U.S. Department of Education, Institute of Education Sciences, 2018 Principal Investigators Meeting, Washington, DC, United States.
7. Clark, C., Snyder, P., Conroy, M., & **Algina, J.** (2017, October). *Effects of family supports and risk on Early Head Start outcomes* [Presentation]. Council for Exceptional Children, Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
8. Corbett, N., Daunic, A., Smith, S., **Algina, J.**, & Crews, E. (2017, October). *Evaluating a social-emotional learning curriculum for children at risk for emotional and behavioral disorders* [Poster presentation]. Division of Early Childhood, Council for Exceptional Children, Annual Meeting, Portland, OR, United States.
9. Conroy, M., Sutherland, K., Werch, B., & **Algina, J.** (2017, April). *Preventing early childhood challenging behaviors: The clinical significance of BEST in CLASS* [Presentation]. Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
10. Bae, J., Griffin, C. G., & **Algina, J.** (2016, April). *Capturing mathematics instruction with a person-oriented methodological approach: Use of latent class analysis* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.
11. Conroy, M., Sutherland, K. S., & **Algina, J.** (2016, April). *Reducing problem behaviors in young children: The BEST in CLASS efficacy trial* [Presentation]. National Center Special Education Research Evidence-based Practices Strand. Council for Exceptional Children, St. Louis, MO, United States.

12. Conroy, M., Sutherland K., & **Algina, J.** (2016, June). *Disruptive behavior problems in early childhood: Examining impacts on costly child outcomes and effects of intervention efforts targeting these behaviors*. The Society for Prevention Research Annual Meeting, San Francisco, CA, United States.
13. Hemmeter, M. L., Snyder, P., Fox, L., & **Algina, J.** (2016, April). *Research on Pyramid Model practices: Findings, issues, and implications* [Presentation]. 2016 National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL, United States.
14. Huggins-Manley, A. C., Zhou, S., & **Algina, J.** (2016, November). *The semi-PCM and semi-GPCM for non-responses in measurement data* [Presentation]. 2016 Annual Meeting of the Florida Educational Research Association, Lakeland, FL, United States.
15. Martinez, R. G., **Algina, J.**, Conroy, M., Sutherland, K. S., & McLeod, B. (2016, October). *Relation between classroom atmosphere and treatment integrity in early childhood settings* [Presentation]. Association for Behavioral and Cognitive Therapies Conference, New York, NY, United States.
16. Sutherland, K., Conroy, M., & **Algina, J.** (2016, June). *Improving teacher-child relationships and interactions within a tier-2 program in preschool classrooms* [Poster presentation]. The Society for Prevention Research Annual Meeting, San Francisco, CA, United States.
17. Conroy, M., Sutherland, K., & **Algina, J.** (2016, June). *Teacher and child outcomes of the Best in CLASS efficacy trial* [Poster presentation]. The Society for Prevention Research Annual Meeting, San Francisco, CA, United States.
18. Wu, E., **Algina, J.**, Conroy, M., McLeod, B., & Sutherland, K. S. (2016, October). *Does treatment integrity predict early childhood outcomes in a school-based intervention?* [Poster presentation]. Dissemination and Implementation Science Pre-Conference at the Annual Association for Behavioral and Cognitive Therapies Conference, New York, NY, United States.
19. Wang, F., **Algina, J.**, Snyder, P., Cox, M., & the FLP Key Investigators. (2015, March). *Child, parent, and family predictors of parental responsiveness to and acceptance of the child at home* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA, United States.
20. Wang, F., Conroy, M., **Algina, J.**, & Sutherland, K. (2015, March). *Investigating the influence of a classroom-based intervention on the experiences of preschoolers with chronic problem behavior* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA, United States.
21. Bishop, C., Snyder, P., & **Algina, J.** (2014, September). *Exploring measurement invariance for the ECERS-R and the Arnett Caregiver Interaction Scale: Findings from*

- the Early Childhood Longitudinal Study, Birth Cohort* [Laptop presentation]. Society of Research Educational Effectiveness Conference, Washington, DC, United States.
22. Clark, C., Warner, T. D., **Algina, J.**, Snyder, P., Eyster, F. D., & Behnke, M. (2014, May). *Home environment, family social support, and cognitive and motor development of infants and toddlers of mothers with multiple risks: Parallel process latent growth curve analysis*. Pediatric Academic Societies, Vancouver, BC, Canada.
  23. Conroy, M., Sutherland, K., **Algina, J.**, Barnes, T., Wang, F., & Ladwig, C. (2014, May). *The relationship between teacher-child interactions and young children's problem behavior: Preliminary findings* [Poster presentation]. Society for Prevention Research 22nd Annual Meeting, Washington, DC, United States.
  24. Aydin, B., **Algina, J.**, & Leite, W. L. (2015, April). *Methods to detect treatment effect in cluster randomized trials* [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA, United States.
  25. Griffin, C. G., Dana, N. F., Pape, S. J., Bae, J., Prosser, S., & **Algina, J.** (2015, April). *Prime Online: Teacher professional development for inclusive elementary mathematics classrooms* [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA, United States.
  26. Hemmeter, M. L., Snyder, P., Fox, L., & **Algina, J.** (2014, April). *Research on the Pyramid Model: Current findings and implications* [Presentation]. 11th Annual National Training Institute on Effective Practices, St. Petersburg, FL, United States.
  27. Bishop, C., Snyder, P., & **Algina, J.** (2014, February). *Exploring measurement invariance for the ECERS-R and the Arnett Caregiver Interaction Scale: Findings from the Early Childhood Longitudinal Study, Birth Cohort* [Poster presentation]. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
  28. Clark, C., **Algina, J.**, Warner, T., & Snyder, P. (2014, February). *Exploration of quality of the home environment, family social supports, and cognitive and motor development for infants and toddlers from families with multiple risks: A parallel process growth curve analysis* [Poster presentation]. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
  29. Conroy, M., Sutherland, K., **Algina, J.**, Barnes, T., Wang, F., Martinez, J., & Ladwig, C. (2014, February). *A preventative classroom-based intervention model for ameliorating problem behaviors in young children* [Poster presentation]. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
  30. McLaughlin, T., Snyder, P., & **Algina, J.** (2014, February). *Using Generalizability Theory to examine the dependability of scores from the learning target rating scale* [Poster presentation]. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.

31. Wang, F., **Algina, J.**, Snyder, P., & Cox, M. (2014, February). *Using qualitative rating methodology and latent class analysis to identification of young rural children with vulnerabilities and strengths* [Poster presentation]. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
32. Bishop, C., Snyder, P., & **Algina, J.** (2013, October). *Examining child care quality for young children with special needs* [Poster presentation]. 2013 Annual Meeting of the Division for Early Childhood, San Francisco, CA, United States.
33. Rong, J., & **Algina, J.** (2013, April). *Variables influencing factor recovery in exploratory factor analysis with ordinal data* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
34. Aydin, B., & **Algina, J.** (2012, November). *Methods to detect treatment effect in cluster randomized trials with small level-1 sample sizes* [Presentation]. 2012 Annual Meeting of the Florida Educational Research Association, Gainesville, FL, United States.
35. McLaughlin, T., Snyder, P., & **Algina, J.** (2012, November). *Functional ability profiles and young children's social competence: Exploring relationships in the Pre-Elementary Education Longitudinal Study data set* [Poster session presentation]. International Division for Early Childhood, Minneapolis, MN, United States.
36. McLaughlin, T., Snyder, P., & **Algina, J.** (2012, April). *Functional ability profiles and young children's social competence: Exploring relationships in the Pre-Elementary Education Longitudinal Study data set* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
37. Snyder, P., Hemmeter, M. L., Sandall, S., Mclean, M., McLaughlin, T., & **Algina, J.** (2012, February). *Impact of professional development on preschool teachers use of embedded-instruction practices* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
38. Gao, M., & **Algina, J.** (2011, November). *Investigating context effect in a simulation study: A multilevel latent model* [Paper presentation]. Annual Meeting of the Florida Educational Research Association, Orlando, FL, United States.
39. Hemmeter, M. L., Snyder, P., Fox, L., & **Algina, J.** (2011, May). *Professional development related to the teaching pyramid model for addressing the social emotional development and challenging behaviors of young children* [Paper presentation]. 2011 International Society on Early Intervention Conference, New York, NY, United States.
40. Aydin, B., Leite, W., & **Algina, J.** (2011, April). *Comparison of latent growth models with different time coding strategies in the presence of inter-individually varying time points of measurement* [Presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.



41. Koo, N., Leite, W. L., & **Algina, J.** (2011, April). *Impact of ignoring time series processes in error structure in growth mixture modeling* [Presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
42. Marshik, T. T., Ashton, P. T., & **Algina, J.** (2011, April). *Teachers' and students' psychological need satisfaction as predictors of students' academic achievement* [Presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
43. Zhang, L., Jin, R., Leite, W. L., & **Algina, J.** (2011, April). *Additive models for multitrait-multimethod data assuming a multiplicative trait-method relationship: A simulation study* [Presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
44. Aydin, B., Leite, W., & **Algina, J.** (2010, November). *Comparison of latent growth models with different time coding strategies in the presence of inter-individually varying time points of measurement* [Paper presentation]. Annual Meeting of the Florida Educational Research Association, Orlando, FL, United States.
45. Zhang, L., Jin, R., Leite, W. L., & **Algina, J.** (2010, November). *Additive models for multitrait-multimethod data assuming a multiplicative trait-method relationship: A simulation study* [Presentation]. Annual Meeting of the Florida Educational Research Association, Orlando, FL, United States.
46. Cordell-McNulty, K., Ashton, P. T., & **Algina, J.** (2010, May). *Predictors of college success and retention in a bio-ecological framework*. Annual Meeting of American Educational Research Association, Denver, CO, United States.
47. Liu, F., Black, E. W., & **Algina, J.** (2010, May). *Parental involvement in virtual schooling: Using confirmatory factor analysis and exploratory factor analysis for instrument validation*. Annual Meeting of American Educational Research Association, Denver, CO, United States.
48. Peters, C. D., Kranzler, J. K., **Algina, J.**, Smith, S. W., & Daunic, A. P. (2010, March). *Disproportionality of minority students identified with EBD* [Presentation]. National Association of School Psychologists, Chicago, IL, United States.
49. McLaughlin, T., **Algina, J.**, & Snyder, P. (2010, February). *Using hierarchical multivariate linear modeling with the pre-elementary longitudinal study data: Preliminary analysis of social skills and problem behavior ratings* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
50. Behnke, M., Eyler, F. D., Duckworth Warner, T., Leite, W. L., & **Algina, J.** (2009, May). *Precursors of delinquency and drug use in youth with prenatal cocaine* [Presentation]. Pediatric Academic Society, Baltimore, MD, United States.

51. Liu, F., Black, E. W., & **Algina, J.** (2009, November). *Involvement in virtual schooling: The validation of an instrument to measure parental involvement mechanisms using confirmatory factor analysis* [Presentation]. Annual Conference of American Evaluation Association, Orlando, FL, United States.
52. Marshik, T., Ashton, P. T., & **Algina, J.** (2008). *Predictors of self-control and GPA in college students* [Presentation]. Annual Meeting of the American Psychological Association, New York, NY, United States.
53. Zhang, G., **Algina, J.**, & Padilla, M. (2008). *Performance of confidence intervals for root mean square standardized effect size in one-way fixed-effects ANOVA* [Presentation]. Annual Meeting of the American Educational Research Association, New York, NY, United States.
54. Brownell, M., **Algina, J.**, & Blair, M. (2007). *Improving our understanding of contextual influences in special education research* [Presentation]. IES Research Conference, Washington, DC, United States.
55. Shi, Y., Leite, W., & **Algina, J.** (2007). *The impact of omitting the interaction between cross classified factors in CCREM* [Presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.
56. Gill, M. G., & **Algina, J.** (2006). *Promoting conceptual change in preservice teachers' mathematics beliefs via text-based instruction: Affective and cognitive factors* [Presentation]. American Educational Research Association, San Francisco, CA, United States.
57. Padilla, M., & **Algina, J.** (2006). *Kenward-Roger Type I error rates in a between-by-within subjects split-plot design with missing values* [Presentation]. American Educational Research Association, San Francisco, CA, United States.
58. Jordan, C. B., Belar, C. D., & **Algina, J.** (2005, March). *Predictors of negative affect in female infertility clinic patients* [Poster presentation]. Sixth Annual Women's Health Research Day, Center for Women's Health Research, Chapel Hill, NC, United States.
59. Fradette, K. H., Keselman, H. J., Wilcox, R. R., Lix, L. M., & **Algina, J.** (2005). *Adaptive robust estimation and testing* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA, United States.
60. Kowalchuk, R. K., Keselman, H. J., Wilcox, R. R., & **Algina, J.** (2005). *Multiple comparison procedures, trimmed means and transformed statistics* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA, United States.
61. Padilla, M. A., & **Algina, J.** (2004). *Type I error rates for a one factor within-subjects design with missing values* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA, United States.

62. Grande, L., Bauer, R., Crosson, B., Dede, D., **Algina, J.**, & Heilman, K. (2003). *Attentional inhibition for spatial location in Parkinson's disease* [Paper presentation]. Annual Meeting of the Cognitive Science Association for Interdisciplinary Learning, Hood River, OR, United States.
63. Lix, L. M., **Algina, J.**, & Keselman, H. J. (2003, June). *A comparison of procedures for the analysis of multivariate longitudinal data* [Paper presentation]. Bi-annual Meeting of the Canadian Society for Epidemiology and Biostatistics, Halifax, NS, Canada.
64. Jordan, C., **Algina, J.**, & Belar, C. D. (2002, October). *Predictors of negative affect in female infertility clinic patients* [Paper presentation]. Division of Reproductive Endocrinology and Infertility, Dartmouth-Hitchcock Medical Center.
65. Gregoire, M., Ashton, P., & **Algina, J.** (2001). *The role of prior and perceived ability in influencing the relationship of goal orientation to cognitive engagement and academic achievement: An explanatory model* [Paper presentation]. Annual Meeting of the American Educational Research Association, Seattle, WA, United States.
66. **Algina, J.**, & Moulder, B. M. (2000). *An empirical comparison of methods for estimating latent variable interaction* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
67. Gregoire, M., & **Algina, J.** (2000). *The relationship between school climate and middle school students academic achievement and engagement in learning: A multilevel analysis* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
68. Olejnik, S., & **Algina, J.** (2000). *Measures of effect size for comparative studies: Applications, interpretations, and limitations* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
69. Brestan, E. V., Eyberg, S. M., **Algina, J.**, Johnson, S. B., Boggs, S. R., & Johnson, J. H. (1998). *How annoying is it? Defining parental tolerance for child misbehavior* [Poster presentation]. Annual Meeting of the American Psychological Association, San Francisco, CA, United States.
70. Lix, L. M., Keselman, H. J., & **Algina, J.** (1997). *Trimmed means in split-plot repeated measurement designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.
71. Oltman, D. O., Coombs, W. T., & **Algina, J.** (1996). *A comparison of Type I error rates and power levels of selected multivariate analysis of variance procedures* [Paper presentation]. Annual Meeting of the American Statistical Association.
72. Seraphine, A. E., & **Algina, J.** (1996). *Centering latent ability distributions: A power study of the Stout T procedure* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York City, NY, United States.

73. **Algina, J.** (1995). *A review of approximate tests for analyzing data in the unbalanced split-plot design* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
74. Seraphine, A. E., **Algina, J.**, & Miller, M. D. (1995). *Three procedures for the assessment of unidimensionality: A power study* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
75. Coombs, W. T., & **Algina, J.** (1994). *A rule of thumb for using the Johansen test* [Paper presentation]. Annual Meeting of the Psychometric Society, Champaign, IL, United States.
76. **Algina, J.**, Oshima, T. C., & Lin, W.-Y. (1993). *Type I error rates for Welch's test and James's second-order test under nonnormality and inequality of variance when there are two groups* [Paper presentation]. Annual Meeting of the American Educational Research Association, Atlanta, GA, United States.
77. Oshima, T. C., & **Algina, J.** (1992). *Type I error rates for James's second-order test and Wilcox's Hm test under heteroscedasticity and non-normality* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
78. Coombs, W. T., & **Algina, J.** (1992). *Four new solutions to the multivariate G-sample Behrens-Fisher problem* [Paper presentation]. Annual Meeting of the Psychometric Society, Columbus, OH, United States.
79. Tang, K. L., & **Algina, J.** (1991). *Performance of four univariate tests under variance-covariance heteroscedasticity* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
80. **Algina, J.**, & Oshima, T. C. (1990). *The robustness of Yao's, James', and Johansen's tests under variance-covariance heteroscedasticity and nonnormality* [Paper presentation]. Annual Meeting of the American Educational Research Association, Boston, MA, United States.
81. **Algina, J.**, & Oshima, T. C. (1989). *Robustness of independent samples Hotelling's  $T^2$  to variance-covariance heteroscedasticity when sample sizes are unequal and in small ratios* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
82. Olejnik, S. F., & **Algina, J.** (1988). *Contrast analysis for scale differences* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
83. Olejnik, S. F., & **Algina, J.** (1987). *Bootstrap estimation and testing for variance equality* [Paper presentation]. Annual Meeting of the American Educational Research Association, Washington, DC, United States.

84. Buhr, D., & **Algina, J.** (1986). *A comparison of item parameter estimates and ability parameter estimates obtained by different methods implemented by BILOG* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
85. Olejnik, S. F., & **Algina, J.** (1986). *Tests of variance equality when distributions differ in form, shape, and location* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
86. Olejnik, S. F., & **Algina, J.** (1985). *Type I error rate and power of the rank transform ANOVA when populations are non-normal and have unusual variances* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.
87. Olejnik, S. F., & **Algina, J.** (1985). *Power analysis of selected parametric and nonparametric tests for heterogeneous variances in non-normal distributions* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.
88. Olejnik, S. F., & **Algina, J.** (1984). *A review of nonparametric alternatives to parametric analysis of covariance* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
89. Olejnik, S. F., **Algina, J.**, & Abdel-Fattah, A. (1984). *An analysis of statistical power curves for parametric ANCOVA and rank transform ANCOVA* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
90. Seaman, S. L., **Algina, J.**, & Olejnik, S. F. (1984). *Robustness and power of the rank transform and parametric ANCOVA procedures* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.
91. Larrivee, B., & **Algina, J.** (1983). *Identification of teaching behaviors which predict success for mainstreamed students* [Paper presentation]. Annual Meeting of the American Educational Research Association, Montreal, QC, Canada.
92. Olejnik, S. F., & **Algina, J.** (1983). *Parametric ANCOVA vs. rank transform ANCOVA when the assumptions of conditional normality and homoscedasticity are violated* [Paper presentation]. Annual Meeting of the American Educational Research Association, Montreal, QC, Canada.
93. **Algina, J.**, & Olejnik, S. F. (1982). *Analysis of data obtained in a multiple group time series design* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York City, NY, United States.

94. **Algina, J.**, & Lomax, R. G. (1979). *A comparison of two procedures for analyzing multitrait multimethod matrices* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
95. **Algina, J.**, & Swaminathan, H. (1979). *Application of growth curve methodology to the analysis of interrupted time series designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
96. Bond, L., & **Algina, J.** (1979). *On the use of two common measures of importance in linear causal models* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
97. Swaminathan, H., & **Algina, J.** (1979). *Issues in the analysis of time series designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
98. Gross, L., & **Algina, J.** (1978). *Single versus multiple cut-off scores for decision-making in basic medical sciences examinations* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, ON, Canada.
99. Noe, M. J., & **Algina, J.** (1977). *An investigation of a single administration estimate of a criterion-referenced reliability index* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York City, NY, United States.
100. Coulson, D. B., Swaminathan, H., & **Algina, J.** (1977). *Inferring treatment effects in quasi-experimental time-series designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York City, NY, United States.
101. Swaminathan, H., & **Algina, J.** (1976). *Multivariate procedures for the analysis of quasi-experimental time-series designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.
102. Swaminathan, H., & **Algina, J.** (1976). *Scale invariance in factor analysis* [Paper presentation]. Annual Meeting of the Psychometric Society, Murray Hill, NJ, United States.
103. Swaminathan, H., & **Algina, J.** (1976). *An oblique factor model for the analysis of change* [Paper presentation]. Annual Meeting of the American Psychological Association, Washington, DC, United States.
104. **Algina, J.** (1975). *A review of selected psychometric issues pertaining to criterion-referenced testing and measurement* [Paper presentation]. Annual Meeting of the American Educational Research Association, Washington, DC, United States.
105. **Algina, J.**, & Swaminathan, H. (1975). *Statistical procedures for the analysis of quasi-experimental time-series designs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Washington, DC, United States.

106. **Algina, J.**, & Swaminathan, H. (1974). *A generalized factor model for the analysis of change* [Paper presentation]. Annual Meeting of the American Psychological Association, New Orleans, LA, United States.
107. Swaminathan, H., Hambleton, R. K., & **Algina, J.** (1974). *Reliability of criterion-referenced tests* [Paper presentation]. Annual Meeting of the American Psychological Association, New Orleans, LA, United States.
108. Swaminathan, H., Hambleton, R. K., & **Algina, J.** (1973). *A decision theoretic approach to issues in criterion-referenced tests* [Paper presentation]. Annual Meeting of the Northeastern Educational Research Association, Ellenville, NY, United States.

### AWARDED CONTRACTS AND GRANTS

Development and Evaluation of Tools for Families (TFF): An Intervention to Promote Family Engagement in Embedded Instruction in Early Learning, US Department of Education, Institute of Education Sciences. 7/1/20 – 6/30/23. PI: Crystal Bishop. \$1,400,000. CO-PI.

Efficacy of Prime Online: Teacher Professional Development for Inclusive Elementary Mathematics Classrooms. US Office of Education, Institute of Educational Sciences. 8/15/18 – 8/14/22. PI: Cynthia Griffin. \$3,276,003. CO-PI.

Efficacy trial of I Control: An intensive intervention to improve self-regulation for middle school students with emotional & behavioral problems. US Office of Education, Institute of Educational Sciences. 7/1/18 – 6/30/22. PI: Stephen Smith. \$3,292,300. Investigator.

Evaluating a Social-emotional Learning Curriculum for K-1 Children at Risk for Emotional/behavioral Disorders. US Office of Education, Institute of Educational Sciences. 7/1/16 – 6/30/20. PI: Ann Daunic. \$3,499,958. CO-PI.

Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices: An Efficacy Trial of Tools for Teachers, US Office of Education, Institute of Educational Sciences. 7/1/15 – 6/30/19. PI: Patricia Snyder. \$3,498,113. CO-PI.

Development and Validation of Treatment Integrity Measures of Classroom-Based Instructional Interventions in Early Childhood Settings, US Office of Education, Institute of Educational Sciences. 7/15/14 – 6/30/18. PI: B. McLeod. Investigator.

Examining the Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children, US Office of Education, Institute of Educational Sciences. 3/1/2012 – 2/29/2016. PI: Patricia Snyder. \$1,261,595. CO-PI.

Postdoctoral Research Training Fellowship in Early Intervention and Early Learning in Special Education at the University of Florida, US Office of Education, Institute of Educational Sciences. 07/01/2012 – 06/30/2015. PI: Patricia Snyder. \$642,840. CO-PI.

Development of I Control: An executive function based intervention to foster self-regulation and improve social/emotional outcomes for middle school students with emotional & behavioral disorders, US Office of Education, Institute of Educational Sciences. 8/16/2011 – 8/15/2014. PI: Stephen Smith. \$1,487,494. Investigator.

Prime Online: Teacher Pedagogical Content Knowledge and Research-based Practice, US Office of Education, Institute of Educational Sciences. PI: Cynthia Griffin. 8/16/2010 – 8/15/2013. \$1,457,086. Investigator.

Religiosity and Adolescent Risk Behavior, John Templeton Foundation. PI: James Sheppard. 01/01/10 – 12/31/13. \$665,000. CO-PI.

The Influence of Collaborative Professional Development Groups and Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers. PI: Mary Brownell. 7/01/2007 – 6/30/2010. \$2,049,920. Institutes of Educational Sciences. Investigator.

An Innovative Science-based Head Start Literacy Curriculum: Expansion and Evaluation of *Marvelous Explorations through Science and Stories (MESS)*. 10/01/2005 – 9/30/2006. \$397,143. Administration for Children and Families. Investigator.

Subcontract to Creation of an educational data warehouse for assessing student gains, teacher effectiveness, and school accountability. 6/99 – 6/00. \$45,760. Florida Department of Education. Principal Investigator.

*American Educational Research Journal*. 1/96 – 12/98. \$48,000. American Educational Research Association. Co-principal investigator.

Parent-child interaction therapy with preschool children. 7/92 – 6/95. PI: Sheila Eyberg. \$798,992. Public Health Service, United States Department of Health and Human Services. Co-investigator.

*Journal of Educational Measurement*. 1/90 – 12/92. \$24,000. National Council on Measurement in Education. PI.

Statistical methods for comparing schools and school districts. 6/86 – 3/87. \$17,507. State of Florida Department of Education. PI.

New directions in educational measurement. 1/85 – 5/86. \$50,000. State of Florida Department of Education. PI.

Investigation of joint maximum likelihood and marginal maximum likelihood procedures. 6/85 – 5/86. \$18,000. State of Florida Department of Education. PI.

Item preparation for Florida Teacher Certification Examination. 1/83 – 5/83. \$10,500. State of Florida Department of Education. PI.



Item review for Florida Teacher Certification Examination. 5/82 – 5/83. \$6,200. State of Florida Department of Education. PI.

## **UNIVERSITY GOVERNANCE AND SERVICE**

### ***University***

Member, Social/Behavioral Review Panel—Research Opportunity Fund, 2008

Member, Graduate Council—2001-2004

Member, Faculty Advisory Committee—Dean Search, 1999-2000

Member, Faculty Senate, 1994-1995

Member, Peer Observation Task Force, 1995

Member, University Council on Teacher Education 1983-1995, 1997-1998

Member, Institute for School Assessment and Evaluation Policy Board, 1985-1989

Member, Faculty Evaluation Committee, 1987-89

Member, Graduate Council Fellowships Committee, 1986-1987

Member, Florida Educational Policy Group, 1986-1987

Member, Faculty Senate, 1984-85

### ***College***

Member, SESPECS Search Committee, 2012-2013

Member, Dean's Search Committee, 2011

Member, Faculty Policy Council, 2008-2011

Member, Budgetary Affairs Committee, 2008-2009

Co-chair, Budget and Reorganization Task Force, 2007

Member, Tenure and Promotion Committee, 2006

Member, Tenure and Promotion Committee, 2005

Chair, Search Committee for the Director of the Office of Educational Research and Inquiry, 2004

Member, Tenure and Promotion Committee, 2004

Member, Research Advisory Committee, 2003-2004

Member, Tenure and Promotion Committee, 2003

Chair, Tenure and Promotion Committee, 2001

Member, Search Committee—Department of Educational Psychology Chair Search, 1999-2000

Member, Honors Committee, 1998-1999

Member, Cost Accounting Standards, A subcommittee to the Research Advisory Committee, 1997-1998.

Member, College Development Committee, 1997-2001

Member, College Curriculum Committee, 1996-1997

Chair, Student Evaluation Task Force, 1994

Member, Research Advisory Committee, 1996-1999

Member, Tenure and Promotion Committee, 1995

Member, Curriculum Committee 1995-1997

Member, Search Committee-School Psychology, 1991

Member, Pre-Commencement Convocation Committee, 1987-1991

Chair, Search Committee-Chair of Special Education, 1987

Member, Graduate Committee, 1982-83

Member, Computer Advisory Committee, 1980-1981

***Department***

Chair, Search Committee-Research and Evaluation Methodology, 2011-2012

Chair, Research and Evaluation Methodology Admissions Committee 1995-2007, 2009-present

Chair, Search Committee-Research and Evaluation Methodology, 2004-2005

Chair, Search Committee-Research and Evaluation Methodology, 2000-2001

Chair, Search Committee-Research and Evaluation Methodology, 1999-2000

Chair, Search Committee-Research and Evaluation Methodology, 1998-1999

Chair, Search Committee-Research and Evaluation Methodology, 1996-1997

Member, Ad Hoc Committee on Evaluation, 2008

Member, Planning Committee, 1995-1996

Member, Faculty Evaluation Committee, 1995-1996

Member, Search Committee-School Psychology, 1992

Member, Educational Research Admissions Committee, 1986-1994

Chair, Search Committee-School Psychology, 1988-1989

Chair, Search Committee-Research and Evaluation Methodology, 1988-1989

Member, Doctoral Admissions Committee, 1979-1984

Member, Ad Hoc Committee on Faculty Evaluation, 1981-1982

## **GRADUATE STUDENT ADVISING**

### ***Supervision of Doctoral Students***

Jin, R. (2012). Sample size in exploratory factor analysis with ordinal data.

Koo, N. (2012). Accuracy of estimates, empirical type I error rates, and statistical power rates for testing mediation in latent growth modeling in the presence of nonnormal data.

Min, Y. (2008). Robustness in Confirmatory Factor Analysis: The effect of sample size, degree of non-normality, model, and estimation method on size on accuracy of estimation for standard errors.

Wei, Y. H. (2008). Robustness of four multidimensional IRT scale linking methods.

Zhang, G. (2005). Confidence intervals for root mean square standardized effect size in one-way fixed-effects ANOVA.

Padilla, M. A. (2005). Type I error rates of the Kenward-Roger adjusted degree of freedom  $F$ -test for a split-plot design with missing values.

Wehry, S. A. (2001). Statistical methods for the analysis of designs including treatments delivered to groups and to individuals: an analytic and Monte Carlo study.

Mouder, B. C. (2000). An empirical investigation of methods for estimating latent variable interactions.

Chirembo, A. M. (1995). Direct versus indirect methods for the estimation of variance-covariance matrices and regression parameters when data are skewed and incomplete.

Kim, H. (1995). Robustness and power of procedures for pairwise multiple comparisons of repeated measures means in split-plot designs.

Nthangeni, M. E. (1995). Robustness and power of some alternative methods to the independent samples t-test when a difference in means is accompanied by a difference in variances.

Coombs, W. T. (1992). Solutions to the multivariate G-sample Behrens-Fisher problem based on generalizations of the Brown-Forsythe  $F^*$  and Wilcoxon  $H_m$  tests.

Lin, W.-Y. (1991). Robustness of two multivariate tests to variance-covariance heteroscedasticity and nonnormality when total sample-size-to-variable-ratio is small.

Shaw, S. R. (1991). Identifying processing deficits in learning-disabled children using reaction-time methodology.

Fendick F. (1990). The correlation between teacher clarity of communication and student achievement gains: a meta analysis.

Abdel-Fattah, A-F. (1990). Accuracy of item response theory parameter estimates using maximum likelihood and Bayesian procedures as implemented in LOGIST and BILOG.

Tang, K. L. (1989). Robustness of four multivariate tests under variance-covariance heteroscedasticity.

West, G. K. (1988). The construct validity of holistic writing score: An analysis of the essay subtest of the College-level Academic Skills Test.

Feliciano, S. (1986). Comparison of males and females item performance: Analysis of response patterns.

Seaman, S. L. (1984). Type I error probabilities and power of the rank transform and parametric ANCOVA procedures.

### ***Co-Supervision (Co-chair) of Doctoral Students***

Zhang, O. Observed score and true score equating for multidimensional item response theory under nonequivalent group anchor test design.

Cooper, L. A. (2007). The impact of nonnormality on the asymptotic confidence interval for an effect size measure in multiple regression.

Gregoire, M. (2002). Effects of augmented activation, refutational text, efficacy beliefs, epistemological beliefs, and systematic processing on conceptual change.

Seraphine, A. (1994). A power study of three procedures for the assessment of unidimensionality.

Oshima, T. C. (1989). The effect of multidimensionality on item bias detection based on item response theory.

Dixon, J. (1985). Assessing the unidimensionality of tests.

### ***Supervision of Masters Students***

Evran, D. (2012). Assessing measurement invariance: multiple group confirmatory factor analysis for differential item functioning detection in polytomous measures of Turkish and American students.

Padilla, M. A. (2001). Type I Error Rates for a One Factor Within-Subjects Design with Missing Values.

Chung, S. K. (1999). The power of Welch's t test when inequality in means is accompanied by inequality in variance.

Sedesse, B. L. (1997). The accuracy of small sample power analyses in selecting the more powerful tests in simple repeated measures designs.

Yoo, M. S. (1994). Testing equality of dependent correlation coefficients.

### ***Service on Doctoral Supervisory Committees***

I have served on the supervisory committees for 198 graduated UF doctoral students in 22 doctoral programs and for 44 graduated UF masters students in 5 masters programs.

## **COURSES TAUGHT**

(\* denotes a course that I developed)

EDF 6401 Educational Statistics

EDF 6403 Quantitative Foundations of Educational Research (Measurement, statistics, and computers)

EDF 6481 Quantitative Methods in Educational Research (ANOVA)\*

EDF 6436 Theory of Measurement

EDF 7405 Advanced Quantitative Foundations of Educational Research (Regression)

EDF 7412 Structural Equation Models\*

EDF 7432 Advanced Psychometric Theory

EDF 7439 Item Response Theory

EDF 7474 Multilevel Models\*

EDF 7486 Methods of Educational Research

EDF 7931 Seminar in Educational Research: Bayesian Analysis\*

EDF 7932 Multivariate Analysis in Educational Research\*