

LAURA M. STAPLETON
CURRICULUM VITAE

Updated August 2023

Department of Human Development and Quantitative Methodology
Measurement, Statistics and Evaluation Program
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PERSONAL INFORMATION

Educational Background

1995 – 2001 Ph.D. in Measurement, Statistics and Evaluation
University of Maryland, College Park, MD

1989 – 1992 M.Ed. in Curriculum and Instruction
George Mason University, Fairfax, VA

1984 – 1988 B.A. in Economics and Japanese (*double major*)
University of Michigan, Ann Arbor, MI

Academic Appointments

2017 – *present* Professor
Department of Human Development and Quantitative Methodology
College of Education, University of Maryland

2011 – 2017 Associate Professor
Department of Human Development and Quantitative Methodology
College of Education, University of Maryland

2009 – 2021 Faculty, Summer Research Training Institute on Cluster-Randomized Trials
National Center for Education Research, Institute for Education Sciences

2008 – 2011 Associate Professor
Psychology Department
University of Maryland, Baltimore County

2005 – 2008 Assistant Professor
Psychology Department
University of Maryland, Baltimore County

2001 – 2005 Assistant Professor
Department of Educational Psychology
University of Texas at Austin, TX

Other Employment/Appointments

2022 – 2027 Chair, Department of Human Development & Quantitative Methodology

2021 – 2025 Accountability and Implementation Board for the Blueprint for Maryland’s Future
(Governor appointee)

2021 – 2022 Interim Dean
College of Education, University of Maryland

2019 – 2021 Associate Dean for Research, Innovation and Partnerships
College of Education, University of Maryland

2013 – 2018 Associate Director, Research Branch
Maryland Longitudinal Data System Center
Baltimore, MD

1998 – 2001 Associate Director
Office of Institutional Research and Planning
University of Maryland, College Park, MD

1995 – 1998 Senior Research Analyst
Office of Institutional Research and Planning
University of Maryland, College Park, MD

1990 – 1995 Research Associate
Office of Research
American Association of State Colleges and Universities
Washington, DC

1988 – 1990 Economist
International Price Program
U.S. Bureau of Labor Statistics
Washington, DC

RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

Note: # is used to identify co-authors mentored as graduate or undergraduate students.

Books

Books Edited

Hancock, G. R., **Stapleton, L. M.**, & Mueller, R. (Eds.) (2019). *The reviewer’s guide to quantitative methods in the social sciences, 2nd edition*. New York, NY: Routledge.

Harring, J. R., **Stapleton, L. M.**, & Beretvas, S. N. (Eds.) (2015). *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications*. Charlotte, NC: Information Age Publishing, Inc.

Chapters in Edited Volumes

Stapleton, L. M., & Thomas, S. L. (2022). Using national and international datasets in multilevel modeling. In A. O'Connell, B. McCoach, & B. Bell (Eds.), *Multilevel modeling methods with introductory and advanced applications*. Charlotte, NC: Information Age Publishing.

Stapleton, L. M. (2018). Survey sampling, administration, and analysis. In G. R. Hancock, L. M. Stapleton & R. Mueller, (Eds.), *The reviewer's guide to quantitative methods in the social sciences, 2nd edition*. New York, NY: Taylor & Francis, Inc.

Stapleton, L. M., Harring, J. R., & Lee, D. (2015). Sampling weight considerations for multilevel modeling of panel data. In J. R. Harring, L. M. Stapleton, & S. N. Beretvas (Eds.), *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications* (pp. 63-95). Charlotte, NC: Information Age Publishing, Inc.

Stapleton, L. M. (2013). Incorporating sampling weights into single- and multi-level models. In L. Rutkowski, M. von Davier, & D. Rutkowski (Eds.), *Handbook of international large-scale assessment* (pp. 353-388). London: Chapman Hall/CRC Press.

Stapleton, L. M. (2013). Using multilevel structural equation modeling techniques with complex sample data. In G. R. Hancock & R. O. Mueller (Eds.), *Structural equation modeling: A second course* (2nd ed.) (pp. 521-562). Charlotte, NC: Information Age Publishing.

Mislevy, J., **Stapleton, L. M.** & Rupp, A. (2012). Sampling and complex test designs. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Handbook on large-scale assessments* (pp. 207-237). New York, NY: Routledge.

Pituch, K. A., & **Stapleton, L. M.** (2011). Hierarchical linear and structural equation modeling approaches to mediation analysis in randomized field experiments. In P. Vogt & M. Williams (Eds.), *The Sage handbook on innovations in social research* (pp. 590-619). Thousand Oaks, CA: Sage Publications.

Stapleton, L. M. (2010). Survey sampling, administration, and analysis. In G. R. Hancock, & R. Mueller, (Eds.), *The reviewer's guide to quantitative methods in the social sciences* (pp. 397-411). New York, NY: Taylor & Francis, Inc.

Hancock, G. R., **Stapleton, L. M.**, & Arnold-Berkovits, I. (2009). The tenuousness of invariance tests within multisample covariance and mean structure models. In T. Teo & M. S. Khine (Eds.), *Structural equation modeling: Concepts and applications in educational research* (pp. 137-174). Rotterdam, Netherlands: Sense Publishers.

Stapleton, L. M., & Thomas, S. L. (2008). Sources and issues in the use of national datasets for pedagogy and research. In A. O'Connell & B. McCoach (Eds.), *Multilevel analysis of educational data* (pp. 11-57). Greenwich, CT: Information Age Publishing.

Stapleton, L. M. (2008). Analyzing data from complex surveys. In J. J. Hox, E. de Leeuw, & D. Dillman (Eds.), *International handbook of survey methodology* (pp. 342-369). New York, NY: Taylor & Francis Group.

Stapleton, L. M. (2006). Using multilevel structural equation modeling techniques with complex sample data. In G. R. Hancock, & R. O. Mueller (Eds.), *A second course in structural equation modeling* (pp. 345-383). Greenwich, CT: Information Age Publishing.

Ludwig, M., & **Stapleton, L. M.** (1992). Public enrollment trends of 1979-89. In *A challenge of change: Public four-year higher education enrollment lessons from the 1980s for the 1990s*, (pp. 13-49). American Association of State Colleges and Universities, Washington, D.C.

Articles in Refereed Journals

Henneberger, A.K., Rose, B.A., #Feng, Y., #Johnson, T, #Register, B., **Stapleton, L.M.**, Sweet, T., & Woolley, M. (2023). Estimating Student Attrition in School-Based Prevention Studies: Guidance from State Longitudinal Data in Maryland. *Prevention Science*. <https://doi.org/10.1007/s11121-023-01533-1>

Killen, M., #Burkholder, A.R., #D’Esterre, A.P., #Sims, R.N., #Glidden, J., #Yee, K., #Luken Raz, K.V., Elenbaas, L., Rizzo, M.T., Woodward, B., Samuelson, A., Sweet, T. M., & **Stapleton, L.M.** (2022). Testing the effectiveness of *Developing Inclusive Youth*: A multi-site randomized control trial. *Child Development*. <https://doi.org/10.1111/cdev.13785>

Wexler, J., Kearns, D.M., Lemons, C.J., Shelton, A., Pollack, M.S., **Stapleton, L.M.**, Clancy, E., Hogan, E.K., Lyon, C., (2022). Improving Literacy Instruction in Co-Taught Middle School Classrooms to Support Reading Comprehension. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2021.102040>

Taboada Barber, A., Lutz Klauda, S. & **Stapleton, L. M.** (2020) Cognition, engagement, and motivation as factors in the reading comprehension of dual language learners and English speakers: Unified or distinctive models? *Reading and Writing*. doi: 10.1007/s11145-020-10034-4

Taboada Barber, A., Cartwright, K.B., **Stapleton, L.M.**, Lutz Klauda, S., #Archer, C. & Smith, P. (2020). Direct and indirect effects of executive functions, reading engagement, and higher order strategic processes in the reading comprehension of dual language learners and English monolinguals. *Contemporary Educational Psychology* 61. 1-17. <https://doi.org/10.1016/j.cedpsych.2020.101848>

Bonnéry, D., #Feng, Y., Henneberger, A. K., #Johnson, T. L., Lachowicz, M., Rose, B. A., Shaw, T., **Stapleton, L. M.**, Woolley, M. E., #Zheng, Y. (2019). The promise and limitations of synthetic data as a strategy to expand access to state-level multi-agency longitudinal data. *Journal of Research on Educational Effectiveness*. doi.org/10.1080/19345747.2019.1631421 Note: authors listed in alphabetical order

Stapleton, L. M., & #Johnson, T. L. (2019). Models to examine the validity of cluster-level factor structure using individual-level data. *Advances in Methods and Practices in Psychological Science*, 2, 312-329. <https://doi.org/10.1177/2515245919855039>

#Wang, W., #Liao, M., & **Stapleton, L. M.** (2019). Incidental second-level dependence in educational survey data with a nested data structure. *Educational Psychology Review*. doi.org/10.1007/s10648-019-09480-6

#Lee, D., Harring, J.R., & **Stapleton, L. M.** (2019). Comparing methods for addressing missingness in longitudinal modeling of panel data. *Journal of Experimental Education*, 87, 596-615. doi:10.1080/00220973.2018.1520683

- Leite, W. L., **Stapleton, L. M.**, & Bettini, E. F. (2019). Propensity score analysis of complex survey data with structural equation modeling: A tutorial with *Mplus*. *Structural Equation Modeling: A Multidisciplinary Journal*, 26(3), 448-469. doi: [10.1080/10705511.2018.1522591](https://doi.org/10.1080/10705511.2018.1522591)
- Shelton, A., Wexler, J., Silverman, R., & **Stapleton, L. M.** (2019). A synthesis of reading comprehension interventions for persons with mild intellectual disability. *Review of Educational Research*, 89, 612-651. <https://doi.org/10.3102/0034654319857041>
- Stapleton, L. M.**, & Kang, Y. (2018). Design effects of multilevel estimates from national probability samples. *Sociological Methods & Research*, 47, 430-457. doi: 10.1177/0049124116630563
- McNeish, D. M., **Stapleton, L. M.**, & Silverman, R. (2017). On the unnecessary ubiquity of hierarchical linear modeling. *Psychological Methods*, 22, 114-140. doi: 10.1037/met0000078
- Bright, C. L., Sacco, P., Kolivoski, K. M., **Stapleton, L. M.**, Jun, H.-J., & Morris-Compton, D. (2017). Gender differences in patterns of substance use and delinquency: A latent transition analysis. *Journal of Child & Adolescent Substance Abuse*, 26, 162-173. doi: [10.1080/1067828X.2016.1242100](https://doi.org/10.1080/1067828X.2016.1242100)
- Rowe, M. L., Denmark, N., Jones Harden, B. P., & **Stapleton, L. M.** (2016). The role of parent education and parenting knowledge in children's language and literacy skills among White, Black, and Hispanic American families. *Infant and Child Development*, 25, 198-220.
- Stapleton, L. M.**, McNeish, D. M., & Yang, J.-S. (2016). Multi-level and single-level models for measured and latent variables when data are clustered. *Educational Psychologist*, 51, 317-330. doi: 10.1080/00461520.2016.1207178
- McNeish, D. M., & **Stapleton, L. M.** (2016). Modeling clustered data with very few clusters. *Multivariate Behavioral Research*, 51, 495-518. doi: 10.1080/00273171.2016.1167008
- Stapleton, L. M.**, Yang, J. S., & Hancock, G. R. (2016). Construct meaning in multilevel settings. *Journal of Educational and Behavioral Statistics*, 41, 481-520. doi: 10.3102/1076998616646200
- McNeish, D., & **Stapleton, L. M.** (2016). The effect of small sample size on two-level model estimates: A review and illustration. *Educational Psychology Review*, 28, 295-314. doi: 10.1007/s10648-014-9287-x
- Stapleton, L. M.**, Pituch, K. A., & Dion, E. (2015). Standardized effect size measures for mediation analysis in cluster-randomized trials. *Journal of Experimental Education*, 83, 547-582. doi: 10.1080/00220973.2014.919569
- Leite, W. L., Jimenez, F., Kaya, Y., **Stapleton, L. M.**, MacInnes, J. W., & Sandbach, R. (2015). An evaluation of weighting methods based on propensity scores to reduce selection bias in multilevel observational studies. *Multivariate Behavioral Research*, 50, 265-284.
- Sacco, P., Bright, C., Jun, H.-J., **Stapleton, L. M.** (2015). Developmental relations between alcohol and aggressive behavior among adolescents: Neighborhood and sociodemographic correlates. *International Journal of Mental Health and Addiction*, 13, 603-617.
- Meunks, K., Miele, D. B., Ramani, G. B., **Stapleton, L. M.**, & Rowe, M. L. (2015). Parental beliefs about the fixedness of ability. *Journal of Applied Developmental Psychology*, 41, 78-89.
- Becker, K., Kiser, L., Herr, S., **Stapleton, L. M.**, Barksdale, C., & Buckingham, S. (2014). Changes in treatment engagement of youths and families with complex needs. *Children and Youth Services Review*, 46, 276-284.

#Anderson, C. W., Maton, K. I., Burke, C. K., Mankowski, E. S., & **Stapleton, L. M.** (2014). Changes in conventional masculinity and psychological well-being among participants in a mutual help organization for men. *International Journal of Self-help and Self-care*, 8, 61-84.

Sonnenschein, S., **Stapleton, L.M.**, & #Metzger, S.R. (2014). What parents know about how well their children are doing in school. *Journal of Educational Research*, 107, 152-162. doi: 10.1080/00220671.2013.788987

Chen, J., Choi, J., Weiss, B. A., & **Stapleton, L.** (2014). An empirical evaluation of mediation effect analysis with manifest and latent variables using Markov chain Monte Carlo and alternative estimation methods. *Structural Equation Modeling: A Multidisciplinary Journal*, 21, 253-262. doi: 10.1080/10705511.2014.882688

Pituch, K. A., & **Stapleton, L. M.** (2012). Distinguishing between cross- and cluster-level mediation processes in the cluster randomized trial. *Sociological Methods & Research*, 41, 630-670.

Stapleton, L. M. (2012). Evaluation of conditional weight approximations for two-level models. *Communications in Statistics: Simulation and Computation*, 41, 182-204.

Golembo-Smith, S., Schiffman, J., #Kline, E., Sorensen, H. J., Mortensen, E. L., Hayashi, K., **Stapleton, L.**, Michelsen, N. M., Ekstrom, M., & Mednick, S. (2012). Premorbid multivariate markers of neurodevelopmental instability in the prediction of adult schizophrenia-spectrum disorder: A high-risk prospective investigation. *Schizophrenia Research*, 139, 129-135.

#Goodin, B. R., #Quinn, N. B., Kronfli, T., King, C. D., Page, G. G., Haythornthwaite, J. A., Edwards, R. R., **Stapleton, L. M.**, & McGuire, L. (2012). Experimental pain ratings and reactivity of cortisol and soluble tumor necrosis factor-[alpha] receptor II following a trial of hypnosis: Results of a randomized controlled pilot study. *Pain Medicine*, 13, 29-44.

#Goodin, B. R., #Quinn, N. B., King, C. D., Page, G. G., Haythornthwaite, J. A., Edwards, R. R., **Stapleton, L. M.**, & McGuire, L. (2012). Enhanced cortisol increase upon awakening is associated with greater pain ratings but not salivary cortisol or soluble tumor necrosis factor-[alpha] receptor II responses to acute pain. *The Clinical Journal of Pain*, 28, 291-299.

Ross, D. D., Shpritz, D. W., Wolfsthal, S. D., Zimrin, A. B., Keay, T. J., Fang, H., Schuetz, C., **Stapleton, L. M.**, & Weissman, D. E. (2011). Creative solutions for implementation of experiential, competency-based palliative care training for internal medicine residents. *Journal of Cancer Education*, 26, 436-443.

#Goodin, B. R., #Quinn, N. B., King, C. D., Page, G. G., Haythornthwaite, J. A., Edwards, R. R., **Stapleton, L. M.**, & McGuire, L. (2011). Salivary cortisol and soluble tumor necrosis factor-alpha receptor II responses to multiple experimental modalities of acute pain. *The Clinical Journal of Pain*, 1, 1-10.

#Leite, W. L., & **Stapleton, L. M.** (2011). Detecting growth shape misspecifications in latent growth models: An evaluation of fit indices. *Journal of Experimental Education*, 79, 361-381.

#Burt, W. M., & **Stapleton, L. M.** (2010). Connotative meanings of student performance labels used in standard setting. *Educational Measurement: Issues and Practice*, 29, 28-38.

Schultz, D., #Ambike, A., **Stapleton, L. M.**, Domitrovich, C., Schaeffer, C., & Bartels, B. (2010). Development of a questionnaire assessing teacher perceived support for and attitudes about social and emotional learning. *Early Education & Development*, 21, 866-885.

Stapleton, L. M., #Cafarelli, M., #Almario, M., & #Ching, T. (2010). Prevalence and characteristics of student attitude surveys used in public elementary schools in the United States. *Practical Assessment Research and Evaluation*, 15, #9.

Schultz, D., #Logie, S., #Ambike, A., #Bohner, K., **Stapleton, L.**, #Vanderwalde, H., #Min, C., & #Betkowski, J. A. (2010). The development and validation of a video-based assessment of young children's social information processing. *Journal of Abnormal Child Psychology*, 38, 601-613.

Sonnenschein, S., **Stapleton, L. M.**, & #Benson, A. (2010). The relation between the type and amount of instruction and growth in children's reading competencies. *American Educational Research Journal*, 47, 358-389.

#Goodin, B. R., McGuire, L. M., **Stapleton, L. M.**, Haythornthwaite, J. A., #Mayes, L. A., #Quinn, N. B., & Edwards, R. R. (2009). Pain catastrophizing mediates the relation between strenuous exercise involvement and pain response: The moderating role of anxiety sensitivity. *Psychosomatic Medicine*, 71, 1018-1025.

#Goodin, B. R., McGuire, L., Allshouse, M., **Stapleton, L. M.**, Haythornthwaite, J., #Burns, N., #Mayes, L. A., & Edwards, R. R. (2009). Associations between catastrophizing and endogenous pain-inhibitory processes: Sex differences. *Journal of Pain*, 10, 180-190.

Schultz, D., Izard, C. E., **Stapleton, L. M.**, #Buckingham-Howes, S., & Bear, G. C. (2009). Children's social status as a function of emotionality and attention control. *Journal of Applied Developmental Psychology*, 30, 169-181.

Stapleton, L. M. (2008). Variance estimation using replication methods in structural equation modeling with complex sample data. *Structural Equation Modeling: A Multidisciplinary Journal*, 15, 183-210.

#Allua, S., **Stapleton, L. M.**, & Beretvas, S. N. (2008). Testing latent mean differences between observed and unobserved groups using multilevel factor mixture models. *Educational and Psychological Measurement*, 68, 357-378.

Pituch, K. A., & **Stapleton, L. M.** (2008). The performance of methods to test upper-level mediation in the presence of nonnormal data. *Multivariate Behavioral Research*, 43, 237-267.

Stapleton, L. M., #Sander, J. B., & Stark, K. D. (2007). Psychometric properties of the Beck Depression Inventory for youth in a sample of girls. *Psychological Assessment*, 19, 230-235.

#Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. W. (2007). Reading and the corpus callosum: An MRI family study of volume and area. *Neuropsychology*, 21, 235-241.

Suizzo, M.-A., & **Stapleton, L. M.** (2007). Home-based parental involvement in young children's education: examining the effects of maternal education across U.S. ethnic groups. *Educational Psychology*, 27, 533-556.

#Shah, S., #Novak, S., & **Stapleton, L.M.** (2006). Evaluation and comparison of models of metabolic syndrome using confirmatory factor analysis: a methodological approach. *European Journal of Epidemiology*, 21, 343-349.

Stapleton, L. M. (2006). An assessment of practical solutions for structural equation modeling with complex sample data. *Structural Equation Modeling: A Multidisciplinary Journal*, 13, 28-58.

#Whittaker, T. A., & **Stapleton, L. M.** (2006). The performance of cross-validation indices used to select among competing covariance structure models under multivariate nonnormality conditions. *Multivariate Behavioral Research, 41*, 295-335.

Pituch, K. A., **Stapleton, L. M.**, & #Kang, J.-Y. (2006). A comparison of single sample and bootstrap methods to assess mediation in cluster randomized trials. *Multivariate Behavioral Research, 41*, 367-400.

Stapleton, L. M., & #Edmonds, M. (2005). An exploration of the validity of the unbounded write-in scale for inter-individual research. *International Journal of Public Opinion Research, 17*, 484-494.

Pituch, K., #Whittaker, T. A., & **Stapleton, L. M.** (2005). A comparison of methods to test for mediation in multisite experiments. *Multivariate Behavioral Research, 40*, 1-23.

Stapleton, L. M., & #Leite, W. L. (2005). A review of syllabi for a sample of structural equation modeling courses. *Structural Equation Modeling: A Multidisciplinary Journal, 12*, 642-664.

#Best, R. G., **Stapleton, L. M.**, & Downey, R. G. (2005). Core self-evaluations and job burnout: The test of alternative models. *Journal of Occupational Health Psychology, 10*, 441-451.

#Novak S., **Stapleton L. M.**, #Litaker J., & Lawson K. (2005). Re: "(Mis)use of factor analysis in the study of insulin resistance syndrome". *American Journal of Epidemiology, 161*, 1184-1185.

#Cemalcilar, Z., Falbo, T., & **Stapleton, L. M.** (2005). Cyber communication: A new opportunity for international students' acculturation. *International Journal of Intercultural Relations, 29*, 91-110.

#Novak, S., **Stapleton, L.M.**, #Litaker, J. R., & Lawson, K. A. (2003). A confirmatory factor analysis evaluation of the coronary heart disease risk factors of metabolic syndrome with emphasis on the insulin resistance factor. *Diabetes, Obesity and Metabolism, 5*, 388-396.

Stapleton, L.M. (2002). The incorporation of sample weights into multilevel structural equation models. *Structural Equation Modeling: A Multidisciplinary Journal, 9*, 475-502.

De Ayala, R., Kim, S.-H., **Stapleton, L.M.**, & Dayton, C. M. (2002). Differential item functioning: A mixture distribution conceptualization. *International Journal of Testing, 2*, 243-276.

Conferences, Workshops, and Talks

Keynotes

Stapleton, L.M. (2022). *Following the Blueprint for Maryland's Future*. Keynote address given at the Maryland Assessment Group Conference, Ocean City, Maryland.

Stapleton, L.M. (2017). *When clustering is endogenous: (mis)interpretation of multilevel model estimates and alternate explanations*. Keynote address given at the 11th biannual International Multilevel Conference, Utrecht, Netherlands.

Stapleton, L.M. (2015). *The meaning and validation of constructs in multilevel confirmatory factor analysis*. Keynote address at the Business Meeting of the Multilevel Modeling Special Interest Group, American Educational Research Association, Chicago, Illinois.

Invited Talks and Workshops

Stapleton, L.M., & Henneberger, A. (2022). *Using State Longitudinal Administrative Data in Education Research: Examples from Maryland.* AERA-NSF Grants Fall Research Conference, Washington, DC.

Stapleton, L.M. (2021, July, cancelled). *Mediator analysis within field trials.* U.S. Department of Education, Institute for Education Sciences, eleventh training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2020, July, cancelled). *Mediator analysis within field trials.* U.S. Department of Education, Institute for Education Sciences, eleventh training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2020, April, cancelled). *Building your team.* AERA Division D Graduate Student Seminar Panel Session at the annual meeting of the American Educational Research Association. San Francisco, CA.

Stapleton, L.M. (2019, July). *Mediator analysis within field trials.* U.S. Department of Education, Institute for Education Sciences, tenth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2019, May). *An update on the MLDS synthetic data project.* MLDS Center Research Series. Baltimore, MD.

Stapleton, L.M. (2018, September). *Measurement modeling in psychology: construct validation in nested settings.* Annual Hebb Lecture, Department of Psychology, McGill University, Montreal, Canada.

Stapleton, L.M. (2018, September). *The challenges of conducting multilevel confirmatory factor analysis for construct validation.* Department of Psychology, Boston College, Boston, MA.

Stapleton, L.M. (2018, July). *Mediator analysis within field trials.* U.S. Department of Education, Institute for Education Sciences, tenth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2018, January). *Multilevel and single-level confirmatory factor analysis with data from nested settings.* Department of Psychology and Human Development, Vanderbilt University, Nashville, TN.

Stapleton, L.M. (2018, January). *Using confirmatory factor analysis with data from multistage sampling designs.* Research Methodology Center, Ohio State University, Columbus, OH.

Stapleton, L.M. (2017, December). *Using confirmatory factor analysis in nested settings.* Department of Psychology, James Madison University, Harrisonburg, VA.

Stapleton, L.M. (2016, July). *Mediator analysis within field trials.* U.S. Department of Education, Institute for Education Sciences, tenth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2016, April). *The pulchritudinous potential of public data.* AERA Division D Graduate Student Fireside Chat at the annual meeting of the American Educational Research Association. Washington, DC.

Stapleton, L.M. (2016, April). *Oh, the places you will go! Finding your way in measurement and research methodology*. AERA Division D Graduate Student Seminar Panel Session at the annual meeting of the American Educational Research Association. Washington, DC.

Stapleton, L.M. (2016, April). *Using data strategically and effectively to promote learning opportunities: A dialogue designed to explore and expand how we think about data use*. AERA Sponsored Session at the annual meeting of the American Educational Research Association. Washington, DC.

Stapleton, L.M., & Woolley, M. (2015, November). *Expanding MLDS data access and research capacity with synthetic data sets*. MLDS Center Research Series. Baltimore, MD.

Stapleton, L.M. (2015, July). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, ninth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M., Haring, J. R., & Lee, D. (2014, November). *Sampling weight considerations for multilevel modeling of panel data*. Invited presentation at the Advances in Multilevel Modeling for Educational Research Conference. University of Maryland, College Park, MD.

Stapleton, L.M. (2014, July). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, eighth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2014, May). *Sampling designs and analysis of secondary data for education research*. Invited presentation at the University of Texas, Department of Educational Psychology. Austin, TX.

Stapleton, L.M., McNeish, D., & Mao, X. (2013, December). *Causal inference in education policy research*. MLDS Center Research Series. Baltimore, MD.

Stapleton, L.M. (2013, July). *Data analysis using secondary data for education research*. Invited presentation to the U.S. Department of Education, Institute for Education Sciences. Washington, DC.

Stapleton, L.M. (2013, July). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, seventh training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. & Bright, C. L. (2013, April). *Longitudinal designs and parallel process models: Challenges and strategies*. Invited presentation at the University of Maryland School of Social Work. Baltimore, MD.

Stapleton, L.M. (2013, January). *Issues in examining mediation in cluster-randomized trials*. Invited presentation at the American Institutes for Research. Washington, DC.

Stapleton, L.M. (2012, July). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, sixth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2012, April). *Multilevel structural equation modeling*. Invited presentation at the University of Connecticut. Storrs, CT.

Stapleton, L.M. (2011, June). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, fifth training Institute on Cluster-Randomized Trials. Northwestern University, Evanston, IL.

Stapleton, L.M. (2011, June). *Mediator analysis*. Invited presentation at the University of Minnesota. Minneapolis, MN.

Stapleton, L.M. (2010, June). *Mediator analysis within field trials*. Invited presentation at the Institute for Education Sciences annual research conference. Washington, DC.

Stapleton, L.M. (2009, October). *Issues in latent growth modeling with longitudinal public-release data files*. Invited presentation at the 25th annual International Methodology Symposium. Gatineau/Ottawa, Canada.

Stapleton, L.M. (2009, June). *Mediator analysis within field trials*. U.S. Department of Education, Institute for Education Sciences, third training Institute on Cluster-Randomized Trials. Vanderbilt University, Nashville, TN.

Stapleton, L.M. (2006, April). *Multilevel structural equation modeling*. Invited pre-conference workshop at the annual meeting of the American Educational Research Association. San Francisco, CA.

Stapleton, L.M. (2008, October). *Issues in sampling: Design and analysis*. Invited presentation to the Measurement, Statistics and Evaluation Department. University of Maryland, College Park, MD.

Stapleton, L.M. (2007, December). *Self-report questionnaire items: Development and validation*. Invited presentation to the Education Policy Program, Oakland University. Rochester, MI.

Stapleton, L.M. (2007, April). *Variance estimation in structural equation modeling when analyzing data obtained through non-random samples*. Invited presentation to the Measurement, Statistics and Evaluation Department, University of Maryland. College Park, MD.

Stapleton, L.M. (2006, December). *Self-report questionnaire items: Development and validation*. Invited presentation to the Education Policy Program, Oakland University. Rochester, MI.

Refereed Presentations

Killen, M., & **Stapleton, L.M.** (2020, May, *virtual*). Promoting intergroup friendships reduces prejudice and bias in childhood: An intervention study. In M.T. Rizzo (Organizer), Preempting Racial Bias and Promoting Intergroup Friendships: Insights from Longitudinal and Intervention Approaches. *SRCD 2020 Special Topic Meeting: Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination*. Rio Grande, Puerto Rico, USA.

#Burnett, A. & **Stapleton, L.M.** (2020, March, *cancelled*). *The performance of balance diagnostics for propensity score matched samples in multilevel settings*. Society for Research in Educational Effectiveness Annual Conference, Arlington, VA.

Lachowicz, M., Bonnery, D., #Feng, Y., Henneberger, A., #Johnson, T., Rose, B., Shaw, T., **Stapleton, L.**, Woolley, M., & #Zheng, Y. (July, 2019). *MLDS Synthetic Data Project: An evaluation*. Joint Statistical Meetings. Denver, CO.

#Feng, Y., #Johnson, T. L., #Zheng, Y., & **Stapleton, L.M.** (April, 2019). *The effect of correlated clusters on parameter estimates in multiple membership models*. Paper presented at the annual meeting of the American Educational Research Association. Toronto, ON.

Henneberger, A. K., #Feng, Y., #Johnson, T. L., #Zheng, Y., Rose, B. A., & **Stapleton, L.M.** (April, 2019). *The prevalence of multiple membership in a statewide longitudinal data system*. Paper presented at CV: L. M. Stapleton

the annual meeting of the American Educational Research Association, April, 2019. Toronto, ON.

Johnson, T. L., Feng, Y., & **Stapleton, L.M.** (2019, March) *Design and analytic implications in modeling student mobility across correlated schools*. Society for Research on Educational Effectiveness, Washington, DC.

Bonnery, D., Woolley, M. E., **Stapleton, L.**, #Johnson T., Henneberger, A., Rose, B., #Feng, Y., Shaw, T., & #Zheng, Y. (August, 2018). *Challenges confronted and insights revealed in synthesizing state-level integrated data*. Joint Statistical Meetings. Vancouver, BC.

#An, J., & **Stapleton, L. M.** (2016, May). *The use of nonparametric propensity score estimation with data obtained using a complex sampling design*. Paper presented at the 2016 Modern Modeling Methods Conference, Storrs, CT.

#Leite, W. L., & **Stapleton, L. M.** (2016, May). *Tutorial: Conducting propensity score analysis with structural equation modeling using Mplus*. Paper presented at the 2016 Modern Modeling Methods Conference, Storrs, CT.

#An, J., & **Stapleton, L. M.** (2015, April). *Assessing the effects of home computers on math learning: Application of a propensity score method for complex sample survey data*. Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Stapleton, L. M. (2015, April). *Considering construct meaning and validation in multilevel settings*. Paper presented at the 10th International Multilevel Conference. Utrecht, Netherlands.

#Caliço, T. A., & **Stapleton, L. M.** (2014, April). *Sampling weights in the estimation of causal effects in multilevel observational studies: A Monte Carlo study*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Leite, W. L., Gurel, S., & **Stapleton, L. M.** (2014, April). *An evaluation of growth models with propensity score weighting for longitudinal observational data*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Stapleton, L. M., & #Kang, Y.-J. (2013, April). *An examination of multilevel standard error bias and model selection when ignoring first-stage sampling information*. Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

#McNeish, D., #Hart, M., & **Stapleton, L. M.** (2013, April). *The effect of the number of clusters on multilevel model estimates: A review and illustration*. Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

#Kang, Y.-J., & **Stapleton, L. M.** (2013, April). *What are the causes of spurious random effects?* Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

Stapleton, L. M., & #Kang, Y.-J. (2012, April). *Level-two design effects for data from the National Center for Educational Statistics*. Paper presented at the 2012 annual meeting of the American Educational Research Association, Vancouver, BC.

Stapleton, L. M., & Pituch, K.A. (2012, April). *Effect size measures for mediation in cluster-randomized trials*. Paper presented at the 2012 annual meeting of the American Educational Research Association, Vancouver, BC.

Pituch, K. A., & **Stapleton, L. M.** (2011, May). *An improved approach for mediation analysis in the 2-1-1*
CV: L. M. Stapleton

cluster randomized experimental design. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Stapleton, L. M. (2010, May). *Evaluation of conditional weight approximations for two-level models*. Paper presented at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

Choi, J., Villarreal, P., & **Stapleton, L. M.** (2010, May). *Mediation effect analysis using Markov chain Monte Carlo estimation methods*. Paper presented at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

Leite, W. L., **Stapleton, L. M.**, Beretvas, S. N., & Algina, J. (2010, May). *Analyzing cross-classified data structures without a cross-classified random effects model: An evaluation of design-based methods*. Paper presented at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

Pituch, K. A., & **Stapleton, L. M.** (2010, May). *Multilevel mediation hypotheses and analysis for two- and three-level cluster randomized experimental designs*. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Stapleton, L. M., & Whittaker, T. A. (March, 2008). *A demonstration of the equivalency of CFA and IRT estimates with dichotomous and ordinal indicators*. Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

Sonnenschein, S., **Stapleton, L. M.**, & #Benson, A. (March, 2008) *The relation between type and amount of instruction on children's literacy development*. Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

#Beall, L., Baker, L., & **Stapleton, L. M.** (March, 2008) *Issues in using national and international datasets for educational research: An applied example*. Paper presented at the 2008 annual meeting of the American Educational Research Association, New York, NY.

Stapleton, L. M. (2007, April). *Prevalence of student attitude surveys in public elementary and middle schools and a review of response option formats used*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

#Leite, W. L., & **Stapleton, L. M.** (2006, April). *Sensitivity of fit indices to detect misspecifications of growth shape in latent growth modeling*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

#Allua, S., **Stapleton, L. M.**, & Beretvas, S. N. (2006, April). *Measurement invariance revisited: A demonstration of a series of multilevel CFA models*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

#Bennett, R., **Stapleton, L. M.**, & Stark, K. (2005, August). *Testing effects in self-report measures of depression in children*. Paper presented at the annual meeting of the American Psychological Association. Washington, D.C.

Stapleton, L. M., & Hancock, G. R. (2005, April). *Strategies for assessing latent means differences with two-level data*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

Stapleton, L. M. (2005, April). *Variance estimation using replication methods in structural equation modeling with complex sample data*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

Pituch, K., & **Stapleton, L. M.** (2005, April). *A comparison of single-sample and resampling methods to assess mediation in multilevel experiments*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

#Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. W. (2005, April). *Volumetric analysis of the corpus callosum in RD and able readers*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

#Bennett, R., & **Stapleton, L. M.** (2004, November). *Monitoring children's depressive symptoms throughout the course of a longitudinal CBT treatment study: An examination of testing effects in self-report-measures*. Symposium presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

Pituch, K., #Whittaker, T., & **Stapleton, L. M.** (2004, April). *A comparison of methods to test for mediation in multisite educational experiments*. Paper presentation at the annual meeting of the American Educational Research Association, San Diego, California.

#Whittaker, T. A., & **Stapleton, L. M.** (2004, April). *Performance of cross-validation indices with nonnested models*. Paper presentation at the annual meeting of the American Educational Research Association, San Diego, California.

Stapleton, L. M. (2004, April). *An assessment of approaches for structural equation modeling with national large-scale databases*. Paper presentation at the annual meeting of the American Educational Research Association, San Diego, California.

Stapleton, L. M., & Edmonds, M. (2003, April). *An exploration of the validity of the unbounded write-in scale*. Paper presentation at the annual meeting of the American Educational Research Association, Chicago, Illinois.

#Whittaker, T., & **Stapleton, L. M.** (2003, April). *The performance of cross-validation indices used to select competing covariance structure models under multivariate nonnormality conditions*. Presentation at the annual meeting of the American Educational Research Association, Chicago, Illinois.

#Tomberlin, T., #Beth, A., #Bush, A., & **Stapleton, L. M.** (2003, April). *Investigating differences in student learning outcomes: individualized online instruction as a supplement to a traditional classroom-based learning-to-learn course*. Paper discussion at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Torney-Purta, J., & **Stapleton, L. M.** (2002, April). *Predictors of civic knowledge and engagement*. Symposium paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Stapleton, L. M. (2001, April). *Design-based and model-based approaches for multilevel data in structural equation modeling*. Invited symposium presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

Stapleton, L. M., & Hancock, G. R. (2001, April). *The incorporation of design information in multilevel structural equation models for complex sample data*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Hancock, G. R., Conley, M. W., & **Stapleton, L. M.** (2001, April). *Latent growth models with multilevel data*. Invited symposium presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

Stapleton, L. M., & Hancock, G. R. (2000, May). *Multilevel modeling using data from the National Study of Postsecondary Faculty*. Invited paper presented at the annual forum of the Association for Institutional Research, Cincinnati, OH.

Stapleton, L. M., Noxel, S., Bers, T., & Hammang, J. (2000, May). *Success and setback: Three case studies of the implementation of Joint Commission on Accountability Reporting graduation rate methodology*. Panel presented at the 2000 annual forum of the Association for Institutional Research, Cincinnati, OH.

Stapleton, L. M., & Hancock, G. R. (2000, April). *Using multilevel structural equation modeling with faculty data*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Stapleton, L. M., & Hancock, G. R. (1999, November). *Multilevel modeling using data from the National Study of Postsecondary Faculty*. Workshare presented at the North East Association for Institutional Research, Newport, RI.

Umbach, P. D., **Stapleton, L. M., & LaManque, A.** (1999, November). *Faculty workload policies: Maximizing multiple outputs at a research university*. Paper presented at the 24th Annual Meeting of the Association for the Study of Higher Education, San Antonio, TX.

Stapleton, L. M. (1999, July). *New ideas: Hierarchical linear modeling*. Workshop presented at the Maryland Association for Institutional Research summer meeting, Westminster, MD.

Stapleton, L. M. (1999, May). *An alternative to the use of multiple regression to evaluate faculty salary equity*. Presentation at the annual forum of the Association for Institutional Research, Seattle, WA.

Stapleton, L. M., & Lissitz, R. W. (1999, April). *Evaluating faculty salary equity using hierarchical linear modeling*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Hancock, G. R., **Stapleton, L. M., & Berkovits, I.** (1999, April). *Minimum constraints for loading and intercept invariance in covariance and mean structure models*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

De Ayala, R. J., Kim, S.-H., **Stapleton, L. M., & Dayton, C. M.** (1999, April). *A reconceptualization of differential item functioning*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Stapleton, L. M. (October, 1998). *An investigation of the Graduation Efficiency Index*. Paper presented at the annual meeting of the Maryland Association for Institutional Research, Columbia, MD.

Stapleton, L. M., & LaManque, A. (1998, April). *Moving beyond the 'count'ing in accountability*. Paper presented at the annual forum of the Association for Institutional Research, Minneapolis, MN. (MD AIR best paper session)

Stapleton, L. M., & LaManque, A. (1997, October). *Moving beyond the 'count'ing in accountability*. Paper presented at the annual meeting of the Maryland Association for Institutional Research, Baltimore.

Stapleton, L. (November, 1996). *An exploration of the use of the Joint Commission for Accountability Reporting definitions for calculating graduation rates*. Paper presented at the annual meeting of the Maryland Association for Institutional Research, Annapolis, MD.

Presley, J. P., Babin, N., Schmidt, J., & **Stapleton, L.** (1996, May). *Reporting faculty workload*:
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Moving from mandated accountability to quality assessment. Paper presented at the annual forum of the Association for Institutional Research, Albuquerque, NM.

Stapleton, L., Annas, T., Mallette, B., Broughton, V., & Ludwig, M. (1995, May). *Ideas for reporting and using Student-Right-to-Know graduation rate data wisely.* Panel presentation at annual forum of the Association for Institutional Research, Boston, MA.

Ludwig, M., & **Stapleton, L.** (1993, April). *Teacher education programs for nontraditional students: The art and science of preparing mid-career changers for teaching math and science.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Stapleton, L. M. (1993, April). *Research on mid-career teacher preparation program participants and their experiences in various alternative programs.* Paper presented at the Spring Conference of the National Center for Alternative Preparation of Teachers, in Macon, GA.

Refereed Posters

#Jayasekera, A., #Feng, Y., Wohn, C., Boberiene, L., & **Stapleton, L. M.** (2022, April). *Utilizing propensity score methods to provide measures of school quality for the Baltimore City public schools system.* Poster presented at the Division D In-Progress Graduate Student Research Gala, AERA Conference. (Selected as winner.)

Henneberger, A.K., #Feng, Y., #Johnson, T., #Zheng, Y., Rose, B., **Stapleton, L.M.**, Sweet, T., & Woolley, M. (2019, March). *Estimating attrition in school-based evaluation studies: Guidance from state longitudinal data in Maryland.* Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

#Wang, W., Liao, M. & **Stapleton, L. M.** (2018, July). *The effect of incidental second-level dependence in multilevel models.* Poster presented at the annual meeting of the Psychometric Society, New York, NY.

#Zheng, Y., & **Stapleton, L. M.** (2018, March). *Effects of propensity score overlap on the estimates of treatment effects.* Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.

Stapleton, L. M., #Reiner, L. S., & #Aluvathingal, A. J. (2010, March). *The relation of the response distribution to self-report questionnaire items and cognitive ability among school-aged children.* Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.

Sonnenschein, S., **Stapleton, L. M.**, & #Metzger, S. R. (April, 2009). *What do parents know about how well their children are doing in school?* Poster presented at the 2009 meeting of the Society for Research on Children and Adolescents, Denver, CO.

Falbo, T., & **Stapleton, L. M.** (2007, August). *College motivation of students with and without learning disabilities.* Poster presented at the annual conference of the American Psychological Association. San Francisco, CA.

#Fine, J., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. (2007, August). *Familial study of the corpus callosum and oral reading.* Poster presented at the annual conference of the American Psychological Association. San Francisco, CA.

#Earhart, J. A., Stark, K. D., **Stapleton, L. M.**, & #Patel, P. (2007, August). *Psychometric properties of the CTI-C used with school-aged females.* Poster presented at the annual conference of the American Psychological Association. San Francisco, CA.

Psychological Association. San Francisco, CA.

#Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. (2006, February). *Smaller corpus callosum midbody in poorer readers*. Poster presented at the 34th annual meeting of the International Neuropsychological Society, Boston, MA.

#Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. (2006, February). *Some lessons learned from comparing MRI area and volume measurements of the corpus callosum*. Poster presented at the 34th meeting of the International Neuropsychological Society, Boston, MA.

#Fine, J. G., Semrud-Clikeman, M., Keith, T. Z., **Stapleton, L. M.**, & Hynd, G. (2006, February). *Why not study differences among family members for heritable disorders?* Poster presented at the 34th annual meeting of the International Neuropsychological Society, Boston, MA.

#Hersh, B. L., #Greenberg, M. W., #Sander, J. B., **Stapleton, L. M.**, & Stark, K. D. (2004, July). *Diagnosing depression: Who reports symptoms more accurately, parent or child?* Poster presented at the American Psychological Association annual convention, Honolulu, Hawaii.

#Greenberg, M. W., #Hersh, B. L., #Sander, J. B., **Stapleton, L. M.**, & Stark, K. D. (2004, July). *Relationship between parent's and children's self-views in depressed girls*. Poster presented at the American Psychological Association annual convention, Honolulu, Hawaii.

#Graves, M., #Rosenberg, V., #Sander, J. B., **Stapleton, L. M.**, & Stark, K. D. (2004, November). *Exploration of a DSM-IV depression symptom interview in girls: Screening effectiveness, non-specific therapeutic effects, and predictive ability*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Rosenberg, V., #Graves, M., #Sander, J. B., **Stapleton, L. M.**, & Stark, K. D. (2004, November). *The relationship between exercise and depression in girls: Symptom severity and comorbidity*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Giroux, D., **Stapleton, L. M.**, Stark, K. D., & #Sander, J. B. (2004, November). *Assessment of childhood depression: Screening measures and identification of depression versus comorbid conditions*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Simpson, J. P., #Greenberg, M., Stark, K. D., **Stapleton, L. M.**, & #Sander, J. B. (2004, November). *Differences in cognitive style between depressed and comorbid depressed and anxious early adolescent girls*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Niemeier, M. L., #Molnar, J. M., #Simpson, J., Stark, K. D., **Stapleton, L. M.**, & #Sander, J. B. (2004, November). *Depressive symptoms and relational aggression in young adolescent girls*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Monnat, L. M., #Molnar, J. M., #Greenberg, M., #Sander, J. B., **Stapleton, L. M.**, & Stark, K. D. (2004, November). *Cognitive triad and perceived family messages: Relationship to depression and comorbid disorders in preadolescent girls*. Poster presentation at the annual convention of the Association for Advancement of Behavior Therapy. New Orleans, Louisiana.

#Novak, S., & **Stapleton, L.** (2003, May). *A confirmatory factor analysis evaluation of the coronary heart disease risk factors of metabolic syndrome and the effectiveness of the current ATP III guidelines*
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for identification. Poster session at the annual meeting of the International Society for Pharmoeconomic and Outcomes Research.

Symposia

#Lee, D. Y., **Stapleton, L. M.**, & Haring, J. R. (2016, April). *Choice of sampling weights for longitudinal modeling of panel data*. Invited symposium presentation at the 2016 annual meeting of the American Educational Research Association, Washington, DC.

Stapleton, L. M., & Yang, J. S. (2014, April). *A framework for examining structural aspects of construct validation in multilevel settings*. Invited symposium presentation at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Stapleton, L. M. (2011, July). *Hybrid aggregated-disaggregated multilevel structural equation modeling with complex sample data*. Invited symposium presentation at the 2011 annual meeting of the American Psychological Association, Washington, DC.

Professional Publications

Reports and Non-Refereed Monographs

#Zheng, X., **Stapleton, L. M.**, Henneberger, A. K., & Woolley, M. E. (2016). *Assessing the workforce outcomes of Maryland science, technology, engineering, and math (STEM) postsecondary graduates*. Maryland Longitudinal Data System Center.

Croninger, R., Woolley, M. E., #Mao, X., & **Stapleton, L.** (2015). *The inclusion of online education data in the MLDS inventory: A review with recommendations*. Maryland Longitudinal Data System Center.

Stapleton, L. M., & Lissitz, R. W. (1999). *Evaluating faculty salary equity using hierarchical linear modeling*. Monograph 98-11, Institute for Higher Education Law and Governance, University of Houston, Working monograph series.

Ludwig, M., & **Stapleton, L. M.** (1994). *At what point do community college students transfer to baccalaureate-granting institutions? Evidence from a 13-state study*. American Council on Education, Washington, D.C. ED370479

Strand, H., & **Stapleton, L.** (1992). *Estimates of enrollment at public, four-year institutions*. American Association of State Colleges and Universities. ED365217

Stapleton, L., & Ludwig, M. (1991). *Student charges at public institutions: Annual survey 1990-91*. American Association of State Colleges and Universities. ED365211

Stapleton, L., & Ludwig, M. (1990). *Enrollments at public four-year colleges and universities: Annual survey 1989-90*. American Association of State Colleges and Universities. ED365216

Book Reviews, Notes, and Other Contributions

Book Reviews

#An, J., & **Stapleton, L. M.** (2017). Review of Multilevel Modeling Using R by W. Holmes Finch, Jocelyn E. Bolin & Ken Kelly. *Psychometrika*, 82, 264-266.
CV: L. M. Stapleton

Stapleton, L. M. (2011). Review of Structural Equation Modeling: Foundations and Extensions (2nd edition) by David Kaplan. *Structural Equation Modeling: A Multidisciplinary Journal*, 18, 492-496.

Sponsored Research

Grants

National Science Foundation

Duration: 2022 – 2025

Role: Principal Investigator

Title: BCSEER Quantitative Research Methods for STEM Education Scholars Program (#2225362)

Funding: \$998,969

American Educational Research Association, Education Research Service Projects Award

Duration: 2021

Role: Principal Investigator

Title: Utilizing Propensity Score Methods to Provide Measures of School Quality for the Baltimore City Public Schools System

Funding: \$5,000

National Science Foundation

Duration: 2019 – 2022

Role: Principal Investigator

Title: Quantitative Research Methods for STEM Education Scholars Program (#1937745)

Funding: \$996,074

Institute for Education Sciences; National Center for Education Research

Duration: 2018 – 2020

Role: Co-Investigator

Title: Exploring Links between Arts Education and Academic Outcomes in the International Baccalaureate (R305A180062)

Funding: \$500,000

PI: Dr. Ken Elpus, UMCP

National Science Foundation; Developmental Science

Duration: 2017 – 2020

Role: Co-Principal Investigator

Title: Promoting Intergroup Relationships and Reducing Prejudice in Childhood (#1728918)

Funding: \$438,000

PI: Dr. Melanie Killen, UMCP

Institute for Education Sciences; National Center for Education Research

Duration: 2016 – 2020

Role: Co-Investigator

Title: Cognitive and Motivational Contributors to Reading Comprehension in English Learners (ELs) and English Monolinguals (EMs): Different or Similar Growth Patterns? (R305A160280)

Funding: \$1,500,000

PI: Dr. Ana Taboada, UMCP

Institute for Education Sciences; State Longitudinal Data Systems

Duration: 2015 – 2019

Role: Principal Investigator (through sub-contract with MSDE/UMB)

Title: Feasibility of Synthetic Data for Population-Averaged and Cluster-Specific Analyses by Researchers Utilizing Integrated State Longitudinal Data Systems (R372A150045)

Funding: \$936,752 (UMCP portion only; combined UMB/UMCP *Mpower* project is funded at \$2.6 million)

Institute for Education Sciences; National Center for Special Education Research

Duration: 2015 – 2018

Role: Co-Investigator

Title: Improving Content Area Instruction in Middle Schools; Project CALI (R324A150181)

Funding: \$1,500,000

PI: Dr. Jade Wexler, UMCP

University of Maryland and University of Tübingen International Collaboration of Research and Training in the Natural and Social Sciences

Duration: 2015 – 2017

Role: Co-Principal Investigator

Title: Understanding Differences in Motivation across Cultures: Substantive and Methodological Advances in Measuring Motivation

Funding: \$25,000

Co-PIs: Allan Wigfield, Jeffrey Haring, Benajmin Nagengast, Ulrich Trautwein

Institute for Education Sciences; Statistical and Methodological Research in Education

Duration: 2011 – 2013

Role: Principal Investigator

Title: Approaches for Weighting and Estimation of Public-Release Education Data Using Two-Level Covariance Structure Models (R305D110050)

Funding: \$159,000

National Institutes of Health, National Institute on Drug Abuse

Duration: 2011 – 2013

Role: Co-investigator

Title: Gender-Specific Trajectories of Risk Behavior: Substance Abuse and Delinquency (R03DA031264)

Funding: \$100,000

PI: Dr. Charlotte Bright and Dr. Paul Sacco, UMB

National Institute of Alcohol Abuse and Alcoholism

Duration: 2007 – 2009

Role: Co-investigator

Title: Exploring Personal Change Mechanisms in Modifying Drinking Behavior

Funding: \$275,000 (direct)

PI: Dr. Carlo DiClemente, UMBC

National Institutes of Health; National Center for Complementary and Alternative Medicine

Duration: 2006 – 2008

Role: Co-investigator

Title: Neuroendocrine and Immune Response to Hypnotic Analgesia: A Pilot Clinical Trial (AT003250, R21)

Funding: \$400,000 (direct)
PI: Dr. Lynanne McGuire, UMBC

American Educational Research Association

Duration: 2004
Role: Principal Investigator
Title: An Assessment of Practical Solutions for Structural Equation Modeling with National Large-Scale Databases
Funding: \$19,307

National Institute of Mental Health

Duration: 2002 – 2007
Role: Co-Principal Investigator
Title: CBT vs CBT Plus Parent Training for Girls with Depression (R01MH06399803)
Funding: \$1,725,000
PI: Dr. Kevin Stark, UT

AIR/NCES/NSF Grant Program on Improving Institutional Research in Postsecondary Educational Institutions

Duration: 1999 - 2000
Role: Co-Principal Investigator
Title: An Investigation of the Application of Structural Equation Models to Multilevel Higher Education Data
Funding: \$29,178
PI: Dr. Gregory R. Hancock, UMCP

Maryland Association for Higher Education

Duration: 1999 - 2000
Role: Co-Principal Investigator
Title: New Measures of Persistence for New Patterns of College Attendance
Funding: \$3,000
PI: Dr. Nehama Babin, UMCP

Contracts

State of Maryland (flows through subcontract with University of Maryland, Baltimore)

Duration: 2017-2018
Role: Principal Investigator
Title: Maryland Longitudinal Data Systems Center; Research Branch
Funding: \$97,138

State of Maryland (flows through subcontract with University of Maryland, Baltimore)

Duration: 2016-2017
Role: Principal Investigator
Title: Maryland Longitudinal Data Systems Center; Research Branch
Funding: \$96,251

State of Maryland (flows through subcontract with University of Maryland, Baltimore)

Duration: 2015-2016
Role: Principal Investigator
Title: Maryland Longitudinal Data Systems Center; Research Branch
Funding: \$140,413

University of Maryland, Baltimore, School of Social Work
Duration: 2015-2018
Role: Principal Investigator
Title: Statistical Advisory Services (coordination of EDMS faculty expertise)
Funding: \$5,000 yearly

State of Maryland (flows through subcontract with University of Maryland, Baltimore)
Duration: 2014-2015
Role: Principal Investigator
Title: Maryland Longitudinal Data Systems Center; Research Branch
Funding: \$139,704

State of Maryland (flows through subcontract with University of Maryland, Baltimore)
Duration: 2013-2014
Role: Principal Investigator
Title: Maryland Longitudinal Data Systems Center; Research Branch
Funding: \$127,000

Maryland State Board of Elections
Duration: 2006 – 2007
Role: Co-Principal Investigator
Title: Evaluation of Election Judge Training in the State of Maryland
Funding: \$59,628
PI: Dr. Marvin Mandell, UMBC

University of Maryland, Baltimore, Department of Psychiatry
Duration: 2006 – 2010
Role: Principal Investigator
Title: Yearly subcontract to provide validation of measures and development of longitudinal risk-adjusted outcomes evaluation for child mental health programs
Funding: ranged from 5% to 18% of annual salary; total of \$28,283

University of Maryland, Baltimore, Department of General Medicine
Duration: 2006 – 2008
Role: Principal Investigator
Title: Subcontract on HRSA grant to provide training in evaluation of programs and general research techniques including measurement and data analysis
Funding: \$6,850

Centers for Research, Scholarship, and Creative Activities

Symposia Organized (*through center*)

Conference Co-Organizer, Advances in Multilevel Modeling for Educational Researchers: Addressing Practical Issues in Real-World Applications (2014). Center for Integrated Latent Variable Research (CILVR), University of Maryland, College Park, MD.

TEACHING, MENTORING AND ADVISING

Courses Taught

EDMS 769D: Modeling Educational Survey Data from Complex Sampling Designs (2023 — approx. 10 students)

EDMS 655: Multilevel Modeling (2012 to 2017 —approx. 25 students/class) – *note that this course was formerly offered as EDMS769S and EDMS769V prior to 2015*

EDMS 647: Causal Inference and Evaluation Methods (2015 to 2018—approx. 20 students/class)

EDMS 645: Quantitative Research Methods I (2011, 2013, 2014—approx. 30 students/class)

EDMS 769C: Causal Inference Seminar (2013—16 students)

EDMS 722: Structural Equation Modeling (2013—25 students)

EDMS 657: Factor Analysis (2012—31 students)

EDMS 451: Introduction to Educational Statistics (2012—31 students)

At University of Maryland Baltimore County (2005 to 2011), courses in Structural Equation Modeling, Data Analytic Procedures I and II, and Measurement of Behavior at the graduate level and Experimental Psychology: Design and Analysis at the undergraduate level

At University of Texas (2001 to 2005), graduate courses in Survey Research Methods and Structural Equation Modeling, and an undergraduate course in Introductory Statistics

Advising

Doctoral

Completed dissertations chaired (with current position of student)

Kristina Cassiday	UMCP 2023	Director of Evaluation and Research, Junior Achievement, VA
Ji An	UMCP 2020	Data Scientist, Google, CA
Anna Lissitz	UMCP 2020	Consultant; faculty, Georgetown University
Alyson Burnett	UMCP 2019	Senior Analyst, Mathematica
Huili Liu (co-chair)	UMCP 2018	Data Scientist, ComScore
W. Austin Fossey	UMCP 2017	Director, Assessment Research, The Predictive Index
Kari Hansen	UMCP 2017	Assistant Professor, Gallaudet University, DC
Kylie King	UMCP 2017	Assistant Professor, Champlain College, VT
Kathy Stepien	UMCP 2016	Manager/Network Engineer, Verizon, Ashburn, VA
Nicole Brocato	UMBC 2014	Director, Well-Being Assessment, Wake Forest University, NC
Anna Burns	UMBC 2012	Applied Behavior Analyst, Alliance Pediatrics, MD
Burel Goodin	UMBC 2009	Associate Professor, University of Alabama, Birmingham
Joy Kolb	UMBC 2007	Licensed Psychologist, Alliance Pediatrics, MD
Shane Allua	UT 2007	Research, IBM Consulting
Walter Leite	UT 2005	Professor, University of Florida
Winona Burt	UT 2004	Psychometrician, Elsevier Science
Tiffany Whittaker	UT 2003	Associate Professor, University of Texas, Austin

Current doctoral research being chaired (with dissertation working title)

Yating Zheng	UMCP	<i>Nonparametric Propensity Score Estimation</i>
Ashani Jayasekera		

Completed dissertations advised as member

CV: L. M. Stapleton

Ari Houser	UMCP 2023
Jennifer McCathern	UMCP 2021
Monica Morell	UMCP 2020
Rong Ma	UMCP 2019
Daniel Lee	UMCP 2019
Peet Smith	UMCP 2018
Lijuan Cao	UMCP 2018
Carly Hunt	UMCP 2018
John Seelke	UMCP 2018
Chen Li	UMCP 2018
Meghan Finney Green	UMCP 2017
Xiaying Zheng	UMCP 2017
Eva Zhao	UMCP 2017
Amy Ho	UMCP 2017
Andrew Williams	UMCP 2017
Marisa Mitchell	UMCP 2016
Liang Ma	UMCP 2016
Wei You	UMCP 2016
Danette Morrison	UMCP 2016
Daniel McNeish	UMCP 2015
Yuan Zhang	UMCP 2015
Ming Li	UMCP 2015
Yoonjeong Kang	UMCP 2014
Elizabeth Wolf	UMCP 2014
Richard Medellin	UMCP 2014
Jong-Yun Kim	UMCP 2014
Chao Xie	UMCP 2013
Yong Luo	UMCP 2013
Meryl Yoches	UMCP 2013
Sevgi Bayram Ozdemir	UMBC 2012
Courtenay Barrett	UMCP 2012
Ting Zhang	UMCP 2012
Brian Morrison	UMBC 2012
Jessy Warner-Cohen	UMBC 2012
Miranda Garay	UMBC 2012
Joshua Semiatin	UMBC 2012
Kelly Sheperd	UMBC 2012
Lisa Beall	UMBC 2012
Catherine Lee	UMBC 2011
Xin Li	UT 2011
Frances Carter	UMBC 2011
Anna Quigg	UMBC 2010
Daniel Rounsaville	UMBC 2010
Colleen Sullivan	UMBC 2010
Medha Umarji	UMBC 2009
Patti Tenowich	UMBC 2009
Thais Rogatko	UMBC 2009
Brad Gerber	UT 2009
Metin Ozdemir	UMBC 2009
Lacy Mayes	UMBC 2009
Brian Kiluk	UMBC 2009
Debra Malfi	UMBC 2009
Angela Katenkamp	UMBC 2008
Adia Garrett	UMBC 2008

Rand Glenn	UT	2007
Clinton Anderson	UMBC	2006
Douglas Garrard	UT	2006
Tonya Kellerman	UT	2005
Rie Suzuki	UT	2005
Angela Vaughan	UT	2005
Jodene Fine	UT	2005
Jane Simpson	UT	2005
Mary Yancy	UT	2005
Jeannie Wanzek	UT	2005
Eishi Adachi	UT	2005
Nancy Scammacca	UT	2004
Yu-Mei Lee	UT	2004
Sung-Kwan Yang	UT	2004
Wendy Richardson	UMCP	2004
Jason Meyers	UT	2004
Zeynep Cemalcilar	UT	2003
Wan-Chen Chen	UT	2003
Seon-Hi Shin	UT	2003
Carolyn Furlow	UT	2003

Current service on dissertations as member

Yi Feng	UMCP
Marian Strazzeri	UMCP
Yishan Ding	UMCP
Shawn Orenstein	UMCP

Master's

Current masters students as advisor

Elyssa Lou

Completed degrees as advisor

Ashani Jayasekera	UMCP	2022
Sophie Tullier	UMCP	2018
Alison Preston	UMCP	2017
Xiaying Zheng	UMCP	2014
Alyson Burnett	UMCP	2013
Emily Grossnickle	UMCP	2013
Wei You	UMCP	2013

Completed thesis committee

Elizabeth Connors	UMBC	2012	(co-chair)
Amy Hahn	UMBC	2012	(member)
Joy Thompson	UMBC	2011	(member)
Manica Ramos	UMBC	2011	(member)
Holly Vandewalde	UMBC	2010	(member)
Preston Greene	UMBC	2010	(member)
Neena Williams	UMBC	2010	(member)
Kathy Bohner	UMBC	2009	(member)
Sevgi Ozdemir	UMBC	2009	(member)
Madiha Tahseen	UMBC	2009	(member)
Meredith Holmgren	UMBC	2008	(member)

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Archana Ambike	UMBC 2008	(member)
Nicole Whyms	UMBC 2008	(member)
Lisa Beall	UMBC 2007	(member)
Lacy Mayes	UMBC 2007	(member)

Undergraduate

Completed degrees

Tatiana Lary UMBC 2007 (advisor, Honors thesis)

Other Advising Activities

Faculty sponsor for the U-PASS graduate student organization at UMCP 2017 to present
Faculty sponsor for the undergraduate Council of Psychology majors at UMBC, 2009 to 2011
Academic advisor to approximately 30 undergraduate students yearly (2006-2011) at UMBC

Mentorship

INSPIRE2 program at Spelman College mentor to Areyona Evans, Georgia Southern University, 2023
SREE Summer Fellowship mentor to Tetsuya Yashida, University of Pittsburgh, 2023
Mentor to Postdoctoral Associate Shujin Zhong, University of Maryland, 2021-2023
Mentor to Postdoctoral Associate Mark Lachowicz, University of Maryland, 2018-2020
Mentor to Asst Research Professor Angela Henneberger, University of Maryland Baltimore, 2015-18
Mentor to Assistant Professor Tracy Sweet, UMCP, 2013 – 2018
Mentor to Assistant Professor Jill Adelson, University of Louisville, 2013-2015
Mentor to Assistant Professor Hyewon Chung, John Jay College, 2011

Professional and Extension Education

Workshops

Stapleton, L. M. (2023, 2022, 2021) *Multilevel modeling*. Two-day virtual workshop, University of Maryland, College Park, MD.

Stapleton, L. M. (2022, 2021, 2020) *Analysis of complex survey data for education research*. Two-day virtual workshop, University of Maryland, College Park, MD. 2022, 2021, 2020

Stapleton, L. M. (2018) *Analysis of complex survey data for education research*. Two-day workshop at the University of Maryland, College Park, MD.

Stapleton, L. M. (2014). *Data analysis using secondary data for education research*. Three-day workshop at the University of Maryland, College Park, MD.

Stapleton, L. M. (2014). *Data analysis using secondary data for education research*. One-day invited pre-conference workshop at the Annual Conference of the American Educational Research Association. Philadelphia, PA.

Stapleton, L. M. (2013). *Data analysis using secondary data for education research*. Two-day workshop at the University of Maryland, College Park, MD.

SERVICE AND OUTREACH

Editorships, Editorial Boards, and Reviewing Activities

Editorships

Associate Editor, AERA Open, 2019- 2021

Associate Editor, Journal of Educational Psychology, 2010-2012

Editorial Boards

American Educational Research Journal, 2015-2019

Journal of Experimental Education, 2014-2018

Structural Equation Modeling: A Multidisciplinary Journal, 2013-present

Contemporary Educational Psychology, 2013-2018

Journal of Educational Psychology, 2002-2010

Sport Management Review, 2002-2008

Reviewing Activities for Journals and Presses

Large-Scale Assessment in Education, 2023

Psychological Methods, 2004-2023

Multivariate Behavioral Research, 2007-2020

Evaluation Review, 2018-2019

Journal of Research on Educational Effectiveness, 2018-2019

Journal of Educational and Behavioral Statistics, 2015 - 2017

Behavior Research Methods, 2016

Psychology Press, book proposal review, Joop Hox's *Multilevel Analysis, 3rd Edition*, 2015

Journal of Experimental Education, 2013-2014

American Educational Research Journal, 2013

British Journal of Mathematical and Statistical Psychology, 2013

Structural Equation Modeling: A Multidisciplinary Journal, 2003-2013

Journal of Applied Behavior Analysis, 2008, 2011

Contemporary Educational Psychology, 2005, 2011

Journal of Educational Measurement, 2002-2008

Psychophysiology, 2008

Journal of Counseling and Clinical Psychology, 2007

Journal of the Royal Statistical Society, 2005

Educational and Psychological Measurement, 2004

Measurement and Evaluation in Counseling and Development, 2004

Applied Psychological Measurement, 2003

Journal of Child Development, 2002

Journal of Educational Psychology, 2001-2002

Economic and Social Research Council (United Kingdom), 2001

Reviewing Activities for Agencies and Foundations

American Educational Research Association Grant Review Board, FY2023

U.S. Department of Education, Institute for Education Sciences; Chair of the Review Panel for Systematic Replication, FY2021, FY2022

U.S. Department of Education, Institute for Education Sciences; Chair of the Review Panel for Using Longitudinal Data to Support State Policymaking, FY2021, FY2022

National Science Foundation, Panel Review, FY 2020, FY2021, FY2022, FY2023

National Institutes of Mental Health; Member of the Review Panel on Clinical Trial Effectiveness, FY2020, FY2021

U.S. Department of Education, Institute for Education Sciences; Ad Hoc Member of the Review Panel for NCSER, Postdoctoral and Early Career Research, FY2020

U.S. Department of Education, Institute for Education Sciences; Principal Member of the Review Panel for Reading, Writing, and Language Development, FY2013-2015, FY2017-2019

U.S. Department of Education, Institute for Education Sciences; Ad Hoc Member of the Review Panel for Reading, Writing, and Language Development, FY2012, FY2016

U.S. Department of Education, Institute for Education Sciences; Ad Hoc Member of the Review Panel for Evaluation of Educational Innovations, FY2005

National Science Foundation; Ad Hoc Review, 2007, 2008, 2012, 2015

U.S. Department of Education, Office of Educational Research and Improvement; Field-initiated studies grant proposal reviewer – panel for postsecondary education, March, 2000, October, 2000, May, 2001

Reviewing Activities for Conferences

American Educational Research Association: Division D, Structural Equation Modeling Special Interest Group, Multilevel Modeling Special Interest Group, Educational Statisticians Special Interest Group, 2002 – 2016

Society for Research on Educational Effectiveness: Methodology Section, 2016 - 2023

Committees, Professional & Campus Service

Campus Service – Department

Director of Graduate Studies, Measurement, Statistics and Evaluation program, 2014-2018

Member, HDQM Executive Committee, 2012-2018

Chair, EDMS Admissions Committee, 2014-2017

Member, HDQM Merit Committee (elected), 2012-13 and 2015-16

Member, Center for Young Children Director Search Committee, 2015

Director, Post-Baccalaureate Certificate in Assessment and Evaluation, 2013-2015

Chair, EDMS Program Exams Committee, 2013-14

Member, EDMS Faculty Search Committee, 2012-13, 2013-14 and 2018-19

Chair, Measurement and Statistics Monday Symposia Series, 2012-2013

Member, EDMS Program Exams Committee, 2011-2013, 2018

Member, HDQM Undergraduate Committee, 2011-2013

Member, APT Committee, Dr. Jiao, 2012

Member, APT Committee, Dr. Harring, 2011

Member, Department Chair's Advisory Committee (UMBC, elected), 2008-2010

Member, Teaching Assistant Committee (UMBC), 2006-2008

CV: L. M. Stapleton

Co-chair, Committee on Merit Pay (UMBC), 2005-2007

Campus Service - College

Chair, College of Education Covid-19 Response Team, 2020
Chair, Steering Committee for the College Strategic Plan, 2017-2018
Interim Chair, College Graduate Education Committee, Spring 2016
Member, HDQM Chair Search Committee, 2014-2016
Member, College Graduate Education Committee, 2014-2016
Member, Dean's Committee on Review of Centers and Institutes, 2014
Secretary, College of Education Senate, 2013-14
Department representative, College of Education Senate, 2012-2014

Campus Service - University

Member, Search Committee for the Assistant Vice President for Institutional Research, Planning, and Assessment, 2022
Member, University Strategic Planning Workgroup on Discovery, Creativity, & Innovation, 2021-22
Member, Covid-19 Research Start-Up Advisory Committee, 2020
Member, Graduate School Faculty Mentor Award Selection Committee, 2019
Member, Middle States Accreditation Working Group VII, 2015-16
Member, Provost's Dean Review Committee, 2011-12
Interim Chair, Undergraduate Council (UMBC), 2010
Member, Faculty Senate Executive Committee (UMBC), 2010
Member, PeopleSoft Implementation Advisory Group (UMBC), 2007-2010
Member, Undergraduate Council (UMBC), 2006-2010
Member, Course Redesign Evaluation Committee (UMBC), 2007-2009

Offices and Committee Memberships

AERA Review of Research Award Committee, Chair Designate, 2022, and Chair, 2023
Financial Officer, Society for Multivariate Experimental Psychology, 2017- 2021
Chair, Educational Statisticians SIG, AERA, 2011
Chair, Structural Equation Modeling SIG, AERA, 2004

Leadership Roles in Meetings and Conferences

Program Chair, Division D, Section 2, AERA, 2012
Program co-Chair, Division D, Section 2, AERA, 2011
Program Chair, Educational Statisticians SIG, AERA, 2010
Vice Chair, Structural Equation Modeling SIG, AERA, 2003
Member, Forum Evaluation Committee, AIR, 1997-2000

Other Non-University Committees, Memberships, Panels, etc.

Sector Representative, Maryland Association for Institutional Research, 1996-1999

External Service and Consulting

Consultancies

University of California, Santa Barbara, Advisory Board Member for IES Grant
Title: *Applied Mixture Modeling Training Workshops and Resources for Education Researchers*
Principal Investigator: Karen Nylund
Western Michigan University, Advisory Board Member for NSF Grant #2000388 (2020-2023)

Title: *Improving Evaluations of STEM Programs: An Empirical Investigation of Key Design Parameters*
Principal Investigator: Jessaca Spybrook
Purdue University, Consultant for NSF Grant (2017-2020)
Title: *Collaborative Research: Identity Development Evaluation of African American Science Students (IDEAAS): A Longitudinal Investigation* (#1661201)
Principal Investigator: Eric Deemer
University of Illinois, Urbana-Champaign, Advisory Panel for IES Grant (2016-2020)
Title: *Inference-Making and Reasoning: Refinement of an Assessment for Use in Gateway Biology Courses* (R305A160335)
Principal Investigator: Jennifer Cromley
University of Texas, Meadows Reading Center, Technical Working Group for IES Grant (2016-2019)
Title: *Scale-Up of Promoting Adolescents' Comprehension of Text (PACT)* (R305A160026)
Principal Investigator: Gregory Roberts
Johns Hopkins University, Advisory Board for IES Grant (2015-2018)
Title: *Estimating Population Effects: Incorporating Propensity Scores with Complex Survey Data* (R305D150001)
Principal Investigator: Elizabeth Stuart
University of Missouri, Advisory Board on NSF Grant (2014-2017)
Title: *Power Analyses for Moderator and Mediator Effects in Cluster Randomized Trials* (1437745)
Principal Investigator: Nianbo Dong
South Carolina State Department of Education
Johns Hopkins University, Department of Psychological Sciences
Johns Hopkins University, Department of Psychiatry and Behavioral Sciences
University of Iowa, Department of Community and Behavioral Health
University of Maryland, School of Medicine
ChildTrends, Washington DC

Community & Other Service

Member of the Baltimore Education Research Consortium Research Review Board, 2019 - present

Review FNS Summer Food Service Program Evaluation Plan, USDA for Optimal Solutions Group, 2013

Presentation on program evaluation methods at annual USM workshop for Course Redesign Initiative participants, 2010-2013

Baltimore City Public Schools, Research and Planning Division; provide guidance on item response theory and predictive validation of benchmark examinations, 2007-2011

Wissahickon Charter School, Philadelphia, PA; serve as evaluator/consultant for the K-8 school, summarizing test score reports, developing surveys and analyzing the resulting survey data, 2004-2008

AWARDS, HONORS AND RECOGNITION

Research Fellowships, Prizes and Awards

Society for Prevention Research, Abstract of Distinction. Henneberger, A.K., Rose, B.A., **Stapleton, L.M.**, & Woolley, M.E. (2021). *Innovations in Administrative Data Linkage and Access to Advance Prevention Science Research and Policy*.

Finalist, National Assessment Governing Board member as Testing and Measurement Expert, 2023

AERA Division D, Significant Contribution to Educational Measurement and Research Methodology Award: Hancock, G.R., **Stapleton, L.M.**, & Mueller, R. (Eds.) (2019). *The reviewer's guide to quantitative methods in the social sciences, 2nd edition*. New York, NY: Routledge.

AERA Division H, Outstanding Publication: Henneberger, A., Feng, Y., Johnson, T., Zheng, Y., Rose, B. A., Stapleton, L. M., Sweet, T., & Woolley, M. E. (2020). *Statistically Modeling Multiple Membership in the Real World: Lessons from Statewide Longitudinal Data in Maryland*

Selected for the Academic Leadership Program, Big Ten Academic Alliance, 2019-20

Elected Membership to the Society for Multivariate Experimental Psychology, 2016

9th Annual University-Wide Celebration of Scholarship and Research Honoree, 2016

College of Education Alumni Association, University of Maryland, *Outstanding New Scholar*, 2008

Survey Research Methods Section, American Statistical Association, *Travel award to attend the International Conference on Questionnaire Development, Evaluation, and Testing (QDET)*, 2002

Educational Testing Service, Princeton, New Jersey, *Gulliksen Psychometric Fellowship*, 2000 – 2001;
Funding: \$26,000

Teaching Awards and Honors

Faculty Mentor of the Year, University of Maryland Graduate School, 2017

College of Education Senate Award for Excellence in Teaching, 2015-16

Service Awards and Honors

University Outstanding Director of Graduate Studies, 2018

Outstanding Reviewer, *American Educational Research Journal*, 2015