

# Curriculum Vitae

## Duan Zhang

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### EDUCATION

- 2005            Ph.D. in Educational Psychology, Texas A&M University  
                  Specialization: Research, Measurement, and Statistics
- 2002            M. S. in Educational Psychology, Texas A&M University  
                  Specialization: Research, Measurement, and Statistics
- 2000            B.S. in International Economics  
                  University of International Business and Economics, Beijing, China

### PUBLICATIONS

Zhang, D., & Willson V. L. (2006). Comparing empirical power of multilevel structural equation models and hierarchical linear models: Understanding Cross-level Interactions. *Structural Equation Modeling: A Multidisciplinary Journal*, 13(4), 615-630.

Hughes, J. N., & Zhang, D. (in press). Effects of the structure of classmates' perceptions of peers' academic abilities on children's perceived cognitive competence, peer acceptance, and engagement. *Contemporary Educational Psychology*

Hughes, J. N., Zhang, D., Hill, C. R. (2006). Peer assessments of normative and individual teacher-student support predict social acceptance and engagement among low-achieving children. *Journal of School Psychology*, 43(6), 447 - 463.

Hughes, J. N., Gleason, K. A., Zhang, D. (2005). Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first-grade students. *Journal of School Psychology*, 43 (4), 303 - 320.

Hughes, J. N., Cavell, T. A., Meehan, B. T., Zhang, D., & Collie, C. (2005). Adverse school context moderates the outcomes of selective interventions for aggressive children. *Journal of Consulting and Clinical Psychology*, 73 (4), 731-736.

## CONFERENCE PRESENTATIONS

Zhang, D., Chen, H. (2007, April). Racial and ethnic differences on parent involvement and children's achievement growth in kindergarten: Findings from ECLS-K. Paper presented at the Annual Meeting of the Society for Research in Child Development (SRCD), Boston, MA.

Zhang, D., Willson, V. L. (2006, June). Evaluating factor structure stability from summary data: A Monte Carlo investigation. Paper presented at the 71st Annual Meeting of the Psychometric Society (IMPS 2006), Montreal, Canada.

Zhang, D., Willson, V. L. (2006, April). A Monte Carlo investigation of robustness to nonnormal incomplete data of multilevel modeling. Paper presented at the 2006 Annual Meeting of the American Educational Research Association, San Francisco, CA.

Zhang, D., O'Dell, L. (2006, February). Determinants of first-year teachers' preparedness: A structural equation model. Paper presented at the 2006 Annual Meeting of the Southwest Educational Research Association, Austin, TX.

Zhang, D., Willson, V. L., & Hughes, J. N. (2005, August). Comparing two propensity matching methods in an Observational Study. Paper presented at the 2005 Annual Meeting of the American Psychological Association, Washington DC.

Willson, V. L., Hughes, J. N., Zhang, D., & Gleason, K. A. (2005, August). Who is retained in first grade: A psychological Perspective. Paper presented at the 2005 Annual Meeting of the American Psychological Association, Washington DC.

Zhang, D., Hughes, J. N., & Wong, S. W. (2005, May). The contextual effect of classroom indegree of smartness on the relationship between children's achievement and their preference by peers and teachers. Paper presented at the 13th Annual Meeting of the Society for Prevention Research, Washington DC.

Zhang, D. & Willson, V. L. (2005, April). The influence of randomness of missing data in hierarchical linear modeling. Paper presented at the 2005 Annual Meeting of the American Educational Research Association, Montreal, Canada.

Zhang, D., & Moseley, S. (2005, April). The role of family background in predicting grade retention above child competence factors. Paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Lockwood, L. A., & Zhang, D. (2005, April). Effect of grade retention on school engagement. Paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Zhang, D., Martin, J. D., & Willson, V. L. (2005, February). Applying IRT models to essay data: Partial credit or graded response model? Paper presented at the 27<sup>th</sup> Annual Meeting of the Southwest Educational Research Association, New Orleans, LA.

Zhang, D. & Willson, V. L. (2004, June). Empirical Power and Type I Error Rates for Cross-Level Interactions in Multilevel Analysis. Paper presented at the 69<sup>th</sup> Annual Meeting of the Psychometric Society, Monterey, CA.

Zhang, D. & Willson, V. L. (2004, April). Power for Cross-level Interactions in Multilevel Analysis- HLM versus SEM and Hybrid HLM-SEM Models. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Hughes, J., Cavell, T., Meehan, B., Zhang, D., & Kwok, O. (2004, May). Differential Effectiveness of Two Mentoring Interventions for Aggressive Children in Schools Differing in Adversity. Paper presented at the 12th Annual Meeting of the Society for Prevention Research, Quebec City, Canada.

O'Dell, L., Zhang, D., Wang, Z., & D' Esposito, S. (2003, September). First-year Teachers Preparedness for the Classroom: An Extended Study of Perceptions from two perspectives. Paper presented at the Texas A&M University System's Seventh Annual Conference on School-University Partnerships, San Antonio, TX.

Willson, V. L. & Zhang, D. (2003, April). Comparing HLM, HLM-SEM, and Residual SEM Analyses for Multilevel Models. Paper presented at the 84th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

O'Dell, L. L., Goetz, E. T., Zhang, D. Lee, D. & Mohundra, J. (2002, October). First-year Teachers Preparedness for the Classroom: Perceptions from Two Perspectives. Paper presented at the Texas A&M University System's Sixth Annual Conference on School-University Partnerships, San Antonio, Texas.

## **RESEARCH INTERESTS**

My primary quantitative research interests include structural equation modeling, multilevel analysis and polychotomous item response models. I am also interested in the application of these methods in education, school psychology and prevention research.

Other Research Interests (Quantitative)

- Power Analysis
- Survey Research
- Multiple Regression
- Longitudinal Data Analysis

## **OTHER PROFESSIONAL EXPERIENCE**

Ad-hoc Reviewer: American Educational Research Journal, 2003 – 2005

Ad-hoc Reviewer: Journal of Educational Psychology, 2005- present

## **PROFESSIONAL AFFILIATION**

American Educational Research Association

American Psychological Association

Society of Research in Child Development