**ANN A. O'CONNELL, Ed.D**

College of Education and Human Ecology

The Ohio State University

29 West Woodruff Avenue

Columbus, Ohio 43210

**Expertise**

*Multilevel and longitudinal analyses; generalized linear mixed models; individual and latent growth-curve modeling; logistic and ordinal models; statistical methods for evaluation of education and health interventions; power analysis; sampling and survey research methods; statistics education.*

**Education**

Ed.D. in Measurement and Evaluation, October, 1993: Teachers College, Columbia University, New York, New York.

M.S. in Statistics, 1985: University of Connecticut, Storrs, Connecticut.

B.A. in Mathematics, 1983: Western New England College, Springfield, Massachusetts.

**Academic Positions**

The Ohio State University, College of Education and Human Ecology

2015 - Director, Research Methodology Center

2011 - Professor, Department of Educational Studies (formerly Policy and Leadership)

2011 - Methodologist/Faculty Affiliate, Crane Center for Early Childhood Education and

Policy

2009-2011 Section Head, Quantitative Research, Evaluation and Measurement

2007-2011 Associate Professor, School of Educational Policy and Leadership

University of Connecticut

1999-2007 Associate Professor, (promoted/tenured 2001), Educational Psychology

University of Memphis

1993-1999 Assistant Professor, Educational Psychology and Research

**Honors and Awards**

* Fulbright Scholar, Ethiopia, Addis Ababa University (7 months) 2013-2014.
* Recipient, *Educational Statisticians’ Outstanding Service Award*. American Educational Research Association, April, 2014.
* Recipient, *Lorne H. Woolatt Distinguished Paper Award*, Northeastern Educational Research Association (NERA), with Jessica Goldstein (graduate student), 2004.
* Honorable Mention, *Research Brief* on Ability Grouping in Kindergarten; National Association for Gifted Children, with D. Betsy McCoach (graduate student), 2002.
* Recipient, *College of Education Outstanding Award for Research*, 1999. University of Memphis.

**Recent Service Activities (Selected)**

* Editor: Journal of Experimental Education; Section on Measurement, Statistics and Research Design.
* OSU University Research Computing Committee, 2013-
* US Department of Education, Washington, DC., Peer Review Committee, Statistics and Modeling Scientific Review Panel 2011 – 2015.
* US Department of Education, Washington, DC., Peer Review Committee, Postdoctoral Training and Early Career Development and Mentoring Scientific Review Panel, Feb 2013.
* Ohio Program Evaluators’ Group – Board Member, 2009-2012
* National Advisory Board Member, for University of Minnesota NSF-funded Mathematics program effectiveness study (MASP2) investigating impact of secondary-school curriculum on post-secondary mathematics and science achievement. (Autumn, 2006 to 2009)

**Selected Publications**

**Books**

**O’Connell, A.A.** & McCoach, D.B. (Eds.) (2008). *Multilevel Modeling of Educational Data*. Charlotte, NC: Information Age Publishing.

**O’Connell, A.A.** (2006). *Logistic Regression Models for Ordinal Response Variables*. Quantitative Applications in the Social Sciences. Thousand Oaks, CA: Sage Publications.

**Book Chapters**

**O’Connell, A.A**, Yeomans-Moldanado, G. & McCoach, D.B. (2016). Residual diagnostics and model assessment in a multilevel framework: Recommendations toward best practice. In J. Harring, L. Stapleton & S.N. Beretvas (Eds.), *Advances in Multilevel Modeling*. Charlotte, NC: Information Age Publishing.

**O’Connell, A.A.,** Logan, J., Pentimonti, J. & McCoach, D.B. (2013). Linear and quadratic growth models for continuous and dichotomous outcomes. In Y. Petscher & C. Schatschneider (Eds.). *Applied Quantitative Analysis in the Social Sciences,* NY: Routledge.

McCoach, D.B., Madura, J., Rambo, K., **O’Connell, A.A.** & Welsh, M. (2013). Longitudinal data analysis. In T. Teo (Ed.), *Handbook of Quantitative Methods for Educational Research.* Sense Publications.

**O’Connell, A.A.** & Amico, C.R. (2010). Logistic regression. In G. R. Hancock and R. O. Mueller (Eds.), *The Reviewer’s Guide to Quantitative Methods in the Social Sciences.* NY: Routledge.

Snyder, L. & **O’Connell, A.A.** (2008). Event history analysis for communications research. In M.D. Slater, A.F. Hayes, and L. B. Snyder, (Eds.), *Sage Handbook of Advanced Data Analysis Methods for Communication Research.* Thousand Oaks, CA: Sage.

**O’Connell, A.A.**, Goldstein, J., Rogers, J. & Peng, C.J. (2008). Multilevel logistic models for dichotomous and ordinal data. In A. A. O’Connell and D. B. McCoach (Eds.). *Multilevel Modeling of Educational Data*. Charlotte, NC: Information Age Publishing.

**O’Connell, A.A.** & McCoach, D.B. (2008). Introduction: Pedagogy and context for multilevel modeling. In **A.A. O’Connell** and D. B. McCoach (Eds.). *Multilevel Modeling of Educational Data*. Charlotte, NC: Information Age Publishing.

**Peer-Reviewed Publications (Selected)**

Language and Reading Research Consortium (LARRC). (*In press*). Use of the curriculum research framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *Elementary School Journal*.

Language and Reading Research Consortium (LARRC), Johanson, M., & Arthur, A.M. (2016). Improving the language skills of pre-kindergarten students: Preliminary impacts of the *Let’s Know!* experimental curriculum. *Child Youth Care Forum, 45,* 367-392.

Language and Reading Research Consortium (LARRC), Farquharson, K. and Murphy, K.A. (2016) Ten Steps to Conducting a Large, Multi-Site, Longitudinal Investigation of Language and Reading in Young Children. *Frontiers in Developmental Psychology, 7:419*, 1-16. doi: 10.3389/fpsyg.2016.00419

O’Connell, A.A., Reed, S. & Serovich, J. (2015). The efficacy of serostatus disclosure for HIV transmission risk reduction. *AIDS and Behavior, 19*, 283-290. DOI 10.1007/s10461-014-0848-2

Ottley, J. R., Piasta, S. B., Mauck, S. A., O’Connell, A., Weber-Mayrer, M., & Justice, L. M. (2015). The nature and extent of change in early childhood educators’ language and literacy knowledge and beliefs. *Teaching and Teacher Education, 52*, 47-55.

Language and Reading Research Consortium (LARRC) (2015). The Dimensionality of Spanish in Young Spanish-English Dual Language Learners. Task Force: Gray, S., O’Connell, A.A., Pentimonti, J, & Restrepo, M.A. *Journal of Speech, Language, and Hearing Research, 58*, 754-766.

Language and Reading Research Consortium (LARRC) (2015). The Dimensionality of Language Ability in Young Children: PreKindergarten to Grade 3 Task Force: Pentimonti, J., Cain, K., & O’Connell, A.A., Justice, L. *Child Development, 86*(6), 1948-1965.

Anderman, E.M., Gimbert, B., O’Connell, A.A. & Riegel, L. (2015). Approaches to academic growth assessment. *British Journal of Educational Psychology, 85*(2), 138-153. (Invited submission for special issue).

Yaeger-Pelatti, C., Piasta, S., O’Connell, AA, & Justice, LJ (2014). Language- and literacy-learning opportunities in early childhood classrooms: Children's typical experiences and within-classroom variability. *Early Childhood Research Quarterly, 29*(4), 445-456.

Language and Reading Research Consortium (LARRC), Pratt, A. & Logan, J. (2014). Improving language-focused comprehension instruction in primary-grade classrooms: impacts of the *Let’s Know!* experimental curriculum. *Educational Psychology Review, 26*, 357-377.

Schmitt, M.B., Justice, L. M., & O’Connell, A.A. (2014). Vocabulary gain among children with language disorders: Contributions of children’s behavior regulation and emotionally supportive environments. *American Journal of Speech-Language Pathology, 23,* 373-384. doi:10.1044/2014\_AJSLP-12-0148

Wardwell, KK, Focht, BC, DeVries, AC, O’Connell, AA, Buckworth, J (2013). Affective Responses to Self-Selected and Imposed Walking in Inactive High Stress Women: A Pilot Study. *Journal of Sports Medicine and Physical Fitness*, 53(6), 701-712.

Graham, JE, Deutsch, A, O’Connell, AA, Karmarkar, AM, Granger, CV, Ottenbacher, KJ (2013). Inpatient rehabilitation volume and functional outcomes in stroke, lower extremity fracture, and lower extremity joint replacement. *Medical Care, 51*(5), 404-412*.*

Hsu, Y-T., Buckworth, J., Focht, B. & O’Connell, A.A. (2013). Feasibility of a self-determination theory-based exercise intervention promoting *Healthy at Every Size* with sedentary overweight women: Project CHANGE. *Psychology of Sport and Exercise, 14*, 283-292.

O’Connell, A.A. & Reed, S. (2012). Hierarchical data structures, institutional research, and multilevel modeling. In J. Lott & J. Antony (Eds.) (Special Issue), *New Directions in Institutional Research*, 154, 5-22.

Li, J. & O’Connell, A.A. (2012). Obesity, high-calorie food intake, and academic achievement trends among US school children. *Journal of Educational Research, 105*, 391-403.

Tull, M.C. & O’Connell, A.A. (2012). Investments in human capital pay dividends for courts. *Future Trends in State Courts: Special Focus on Courts and Community.* National Center for State Courts.

O’Connell, A.A., Liu, X. (2011). Model diagnostics for proportional and partial proportional odds models. *Journal of Modern Applied Statistical Methods, 10*(1),139-175*.*

O’Connell, A.A. & Gray. D.L. (2011). Cause and event: Supporting causal claims through logistic models. *Educational Psychology Review, 23*(2), 245-261.

Osborn CY, Amico KR, Cruz N, Perez-Escamilla R, Kalichman SC, O'Connell A, Wolf SA, Fisher JD. (2011). Development and implementation of a culturally tailored diabetes intervention in primary care. *Translational Behavioral Medicine: Practice, Policy, Research, 1*(3), 468-479.

Anderman, E.M., Cupp, P.K., Lane, D.R., Zimmerman, R., Gray, D. & O’Connell, A.A. (2011). Classroom goal structures and HIV/pregnancy prevention education in rural high school health classrooms. *Journal of Research on Adolescence, 21*(4), 904-922.

Gray, D. L., Anderman, E. M., & O’Connell, A. A. (2011). Associations of teacher credibility and teacher affinity with learning outcomes in health classrooms. *Social Psychology of Education: An International Journal, 14*, 185-208.

**Current and Pending Support**

**Current**

*Read-it-Again in Special Education (RISE).* Justice, L.J. (PI). (2013-2017)

Role: Co-Investigator, Effort: .90 Calendar

Institute for Education Sciences (IES). $3,500,000

**Pending**

*Development and Validation of an Online Assessment of College Students' Time Management* Wolters, C. (PI). (2018-2022)

Role: Co-Investigator. Effort: .95 Calendar

Institute for Education Sciences (IES) (pending)