

**LEONIDAS KYRIAKIDES**

**CURRICULUM VITAE**

**2018**

## GENERAL INFORMATION

Last Name: Kyriakides  
First Name: Leonidas  
Place of Birth: Larnaca, Cyprus  
Date of Birth: May 27, 1964  
Citizenship: Cypriot  
Address: Department of Education, University of Cyprus,  
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## EDUCATIONAL BACKGROUND

<b>Institutions</b>	<b>Time attended</b>	<b>Degree</b>
Academic Staff Development Office, University of Warwick, U.K.	9/1998 – 10/1999	Warwick Teaching Certificate in Post-Compulsory Education
University of Warwick, U.K.	9/1991 - 10/1994 (Full Time student)	PhD in Education
University of Warwick, U.K.	9/1990 - 9/1991 (Full Time student)	MA in Education
Empire State College, State University of New York	6/1989 - 9/1990 (128 Credits)	B.Sc. in Mathematics
Pedagogical Academy of Cyprus	9/1985 - 6/1988	Teacher's Certificate
Pancyprian Lyceum, Larnaca	9/1976 - 6/1982	High School Diploma

### Postgraduate Coursework

I have attended the following courses of the MA in Education at University of Warwick: a) Research Methods, b) Assessment and In-school Evaluation, c) Curriculum Development in Primary Schools, and d) Management of Primary Schools.

I have attended seminars on Research Methods for PhD students at University of Warwick and presented findings of my research.

I have attended the following modules of the Warwick Teaching Certificate Programme at University of Warwick: a) Preparing to teach in Higher Education, b) Assessment and Evaluation in Higher Education, c) Curriculum Development in Higher Education, and d) Lecturing in Practice.

## **DISTINCTIONS/SCHOLARSHIPS**

- 1982: The highest Grade Average (GA) in the high school diploma of Pancyprian Lyceum of Larnaca.
- 1988: One of the highest GA in the Teacher Certificate of the Pedagogical Academy of Cyprus during the academic year 1987-1988.
- 1991-1993: Offer of Overseas Research Scheme (ORS) Award for my PhD studies at University of Warwick.
- 1991: I was the first Educational Student who received the ORS award.
- 1991-1993: Educational Grant for PhD studies at University of Warwick from The A.G. Leventis Foundation.
- 1995: Granted the title and status of Associate Fellow in the Institute of Education, University of Warwick.
- 1999: Granted the title and status of Associate Lecturer in the Institute of Education, University of Warwick.
- 2002: My paper entitled “Engaging teachers in Large-Scale Assessment: The Emergent Literacy Baseline Assessment Project” was accepted for presentation in the *Research Highlighted Session* of the ACEI 2003 Annual International Conference.
- 2010: One of my papers published in 2010 is the Outstanding Paper Award Winner at the Literati Network Awards for Excellence 2011 (see <http://www.emeraldinsight.com/authors/literati/index.htm> and Appendix)
- 2011: Three papers (published in 2008 at BERJ and SESI) are listed in Routledge Education’s Top Cited Articles collection (see <http://www.educationarena.com/topCited/> and Appendix)
- 2012: The paper “The contribution of schooling to the cognitive development of secondary education students in Cyprus: an application of regression discontinuity with multiple cut-off points” (2009), is listed in the release of the 2011 Journal Impact Factors by Thomson Reuters as one of the top cited articles in *School Effectiveness and School Improvement* journal. (see email in Appendix)
- 2014: The paper “State of the art – teacher effectiveness and professional learning” published in *School Effectiveness and School Improvement*, was the journal's Most Read article throughout 2014.

## **FUNDED RESEARCH PROGRAMMES**

- 1) Promoting Formative Assessment: From Theory to Policy and Practice (FORMAS), under the Erasmus+ Key action 3: Support for policy reform - Initiatives for Policy Innovation - Forward-Looking Cooperation Projects of the European Commission.  
Funded by: European Commission (2018-2020)

- 2) Outcomes and Causal Inference in International Comparative Assessments (OCCAM), within the European Union's Horizon 2020 Marie Skłodowska-Curie (MSC) European Training Network (ETN). The University of Cyprus is one of the beneficiary organizations.  
Funded by: European Union (2018-2022)
- 3) Promoting Quality and Equity: a dynamic approach to school improvement (PROMQE), under the ERASMUS+ Key Action 2 - Cooperation for innovation and the exchange of good practices (Field: School Education).  
Funded by: European Union (2014-2017)
- 4) Improving educational effectiveness of primary schools (IEEPS), under the Lifelong Learning Programme of the action COMENIUS Multilateral projects  
Funded by: European Union (2013-2016)
- 5) Promoting Quality and Equity in Education: Development, Implementation and Evaluation of Intervention Program Aiming at the Provision of Equal Educational Opportunities for All Students  
Funded by: Cyprus Research Promotion Foundation (2011-2014)
- 6) New Value-Added models in education: Using Latent-Variable multilevel models to solve longstanding biases in value-added estimates  
Funded by: Cyprus Research Promotion Foundation (2011-2013)
- 7) Establishing a knowledge base for quality in education: testing a dynamic theory for education (08-ECRP-012)  
Funded by: European Science Foundation (2009 – 2012)
- 8) Designing evidence-based strategies and actions to face bullying by considering socio- ethnic diversities in school population and evaluating their effects (JLS/2007/DAP-1/226)  
Funded by: European Union (2009 – 2011)
- 9) Using educational effectiveness research to design teacher professional development programmes: a group randomisation study  
Funded by: Cyprus Research Foundation, Cyprus (2008 – 2010)
- 10) FP 6, Citizens and Governance in a Knowledge-Based Society, Research Area 2.1.2. "Educational strategies for inclusion and social cohesion and their relation to other policies" (IP, Integrated Project), "INCLUD-ed: Strategies for Inclusion and Social Cohesion in Europe from Education"  
Funded by: European Union (2006 – 2011)
- 11) Using Educational Effectiveness Research to develop the national reform policy on school and teacher evaluation in Cyprus  
Funded by: Ministry of Education, Cyprus (2004-2007)
- 12) Quantitative Methods in Social Science Research (QMSS)  
Funded by: European Science Foundation (2003 - 2007)
- 13) Establishing a national assessment system to identify early students who are at risk in Numeracy and Literacy.  
Funded by: Ministry of Education, Cyprus (2005 – present)
- 14) The Development and Validation of an International System for Teacher Observation and Feedback (ISTOF)

Funded by: Methods of Research in Educational Effectiveness (MORE) ICSEI Network (2004 – 2010)

- 15) Measuring the effectiveness of the national research project MERA: Using networks to promote research skills of Cypriot students at primary and secondary schools  
Funded by: Cyprus Research Foundation (2004 - 2006)
- 16) Consultant of a project concerning the development of a European Digital Portfolio for the Evaluation of Educators (EDIPED).  
Funded by: European Union (2002-2005)
- 17) Consultant of a project attempting to develop an assessment model of pupils' skills on problem solving based on Schema Theory.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2002-2004)
- 18) Research Coordinator of a project investigating the effectiveness of teaching physical education in primary schools of Cyprus.  
Funded by: Ministry of Education (Cyprus) (2002-2004)
- 19) Consultant of a project attempting to develop and evaluate a digital portfolio for teacher evaluation in Cyprus.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2001-2003)
- 20) Computer-Based Adaptive testing in problem solving.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2001-2003)
- 21) Cypriot parents' and teachers' attitudes towards teacher evaluation and accountability in education.  
Funded by: Cyprus Educational Association (2000-2001)
- 22) Consultant to the meta-evaluation of the project "Heads you Win" on primary headteachers professional development based at CEDAR (Centre for Educational Development Assessment and Research) of Warwick University.  
Funded by: Esmee Fairbairn Charitable Trust (1999-2002)
- 23) Evaluation of the European project on "Enterprise and its Transfer to Combat Social Exclusion".  
Funded by: European Commission (1999-2002)
- 24) Evaluation of the Cyprus Educational Mission in England.  
Funded by: Ministry of Education (Cyprus) (1999-2002)
- 25) Evaluation of the NatWest "Face 2 Face With Finance" programme.  
Funded by: NatWest (1998-1999)
- 26) National support provision to information technology in UK schools.  
Funded by: BECTA (1998-1999)
- 27) Teachers' perceptions of assessment policy with special reference to national policy on record-keeping.  
Funded by: POED (National Association of Cypriot Primary Teachers) (1996-1997)
- 28) The following three projects were funded by the National Association of Cypriot Primary Headteachers:
  - a) Perceptions of teachers, parents and pupils about school discipline (1995-1996)

- b) Teachers' perceptions of headteacher's role for school effectiveness (1996-1997)
- c) Headteachers' perceptions of the New Act for Primary Education (1997-1998).

## PUBLICATIONS

### Books in English

1. Kyriakides, L., Creemers, B.P.M., & Charalambous, E. (2018). *Equity and Quality Dimensions in Educational Effectiveness*. Dordrecht, the Netherlands: Springer.
2. Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2013). *Teacher professional development for improving quality of teaching*. Dordrecht, the Netherlands: Springer.
3. Creemers, B.P.M., & Kyriakides, L. (2012). *Improving Quality in Education: Dynamic Approaches to School Improvement*. London and New York: Routledge.

#### **Review Papers for the book listed above:**

- Alexandrou, A. (2013). Improving Quality in Education – Dynamic Approaches to School Improvement. *Management in Education*, 27(4), 182-183.
  - Sucharita, V. (2013). Improving Quality in Education – Dynamic Approaches to School Improvement. *Journal of Educational Planning and Administration*, 27(1), 128-130.
  - Carlo, R. (2012). Improving Quality in Education – Dynamic Approaches to School Improvement. *British Journal of Educational Studies*, 60(3), 283-284.
  - Savage, J. (2012). Improving Quality in Education: Dynamic Approaches to School Improvement. *Journal of Educational Administration and History*, 44(4), 396-398.
4. Creemers, B.P.M., Kyriakides, L., & Sammons, P. (2010). *Methodological Advances in Educational Effectiveness Research*. London and New York: Routledge.

#### **Review Paper for the book listed above:**

- Matevž, B. (2012). Methodological advances in educational effectiveness research. *School Effectiveness and School Improvement*, 23(3), 354-357.
5. Creemers, B.P.M., & Kyriakides, L. (2008). *The dynamics of educational effectiveness: a contribution to policy, practice and theory in contemporary schools*. London and New York: Routledge.

#### **Review Papers for the book listed above:**

- Bates, R. (2010). The dynamics of educational effectiveness. *British Educational Research Journal*, 36(1), 166-167.
  - Sammons, P. (2009). The dynamics of educational effectiveness: a contribution to policy, practice and theory in contemporary schools. *School Effectiveness and School Improvement*, 20(1), 123–129.
6. Campbell, R.J., Kyriakides, L., Muijs, R.D., & Robinson, W. (2004). *Assessing teacher effectiveness: a differentiated model*. London: RoutledgeFalmer.

### Articles in International Journals with Referee System

1. Muijs, D., Reynolds, D., Sammons, P., Kyriakides, L., Creemers, B.P.M., & Teddlie, C. (2018). Assessing individual lessons using a generic teacher observation instrument: how useful is the International System for Teacher Observation and Feedback (ISTOF)? *ZDM Mathematics Education*, 50(3), 395-406.

2. Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2018). Using educational effectiveness research to promote quality of teaching: the contribution of the dynamic model. *ZDM Mathematics Education*, 50(3), 381-393.
3. Kyriakides, L., & Creemers, B.P.M. (2018). Investigating the quality and equity dimensions of educational effectiveness. *Studies in Educational Evaluation*, 57, 1-5.
4. Charalambous, E., Kyriakides, L., & Creemers, B.P.M. (2018). Promoting quality and equity in socially disadvantaged schools: A group-randomisation study. *Studies in Educational Evaluation*, 57, 42-52.
5. Caro, D.H., Kyriakides, L., & Televantou, I. (2018). Addressing omitted prior achievement bias in international assessments: an applied example using PIRLS-NPD matched data. *Assessment in Education: Principles, Policy & Practice*, 25(1), 5-27.
6. Kyriakides, L., Georgiou, M.P., Creemers, B.P.M., Panayiotou, A., & Reynolds, D. (2018). The impact of national educational policies on student achievement: a European study. *School Effectiveness and School Improvement*, 29(2), 171-203.
7. Kyriakides, L., Christoforidou, M., Panayiotou, A., & Creemers, B.P.M. (2017). The impact of a three-year teacher professional development course on quality of teaching: strengths and limitations of the dynamic approach. *European Journal of Teacher Education*, 40(4), 465-486.
8. Charalambous, C.Y., Kyriakides, E., Tsangaridou, N., & Kyriakides, L. (2017). Exploring the reliability of generic and content-specific instructional aspects in physical education lessons. *School Effectiveness and School Improvement*, 28(4), 555-577.
9. Azigwe, J.B., Kyriakides, L., Panayiotou, A., & Creemers, B.P.M. (2016). The impact of effective teaching characteristics in promoting student achievement in Ghana. *International Journal of Educational Development*, 51, 51-61.
10. Caro, D.H., Lenkeit, J., & Kyriakides, L. (2016). Teaching strategies and differential effectiveness across learning contexts: Evidence from PISA 2012. *Studies in Educational Evaluation*, 49, 30-41.
11. Panayiotou, A., Kyriakides L., & Creemers, B.P.M. (2016). Testing the validity of the dynamic model at school level: a European study. *School leadership and management*, 36(1), 1-20.
12. Vanlaar, G., Kyriakides, L., Panayiotou, A., Vandecandelaere, M., McMahon, L., De Fraine, B., & Van Damme, J. (2016). Do the teacher and school factors of the dynamic model affect high- and low-achieving student groups to the same extent? A cross-country study. *Research Papers in Education*, 31(2), 183-211.
13. Creemers, B., & Kyriakides, L. (2015). Process-Product Research: A Cornerstone in Educational Effectiveness Research. *Journal Of Classroom Interaction*, 50(2), 107-119.
14. Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2015). The Dynamic Integrated Approach to Teacher Professional Development: Rationale and Main Characteristics. *Teacher Development*, 19(4), 535-552.
15. Kyriakides, L., Creemers, B.P.M., Antoniou, P., Demetriou, D., & Charalambous, C. (2015). The impact of school policy and stakeholders' actions on student learning: A longitudinal study. *Learning and Instruction*, 36, 113-124.
16. Creemers, B.P.M., & Kyriakides, L. (2015). Developing, testing and using theoretical models of educational effectiveness for promoting quality in education. *School Effectiveness and School Improvement*, 26(1), 102-119.
17. Televantou, I., Marsh, H.W., Kyriakides, L., Nagengast, B., Fletcher, J., Malmberg, L.E. (2015). Phantom Effects in School Composition Research: Consequences of Failure to

- Control Biases Due to Measurement Error in Traditional Multilevel Models. *School Effectiveness and School Improvement*, 26(1), 75-101.
18. Kyriakides, L., Creemers, B.P.M., Papastylianou, D., & Papadatou-Pastou, M. (2014). Improving the School Learning Environment to Reduce Bullying: An Experimental Study. *Scandinavian Journal of Educational Research*, 58(4), 453-478.
  19. Kyriakides, L., Creemers, B.P.M., Muijs, D., Rekers-Mombarg, L., Papastylianou, D., Van Petegem, P., & Pearson, D. (2014). Using the dynamic model of educational effectiveness to design strategies and actions to face bullying. *School Effectiveness and School Improvement*, 25(1), 83-104.
  20. Muijs, R.D., Kyriakides, L., van der Werf, G., Creemers, B.P.M., Timperley, H., & Earl, L. (2014). State of the art-teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, 25(2), 231-256.
  21. Panayiotou, A., Kyriakides, L., Creemers, B.P.M., McMahon, L., Vanlaar, G., Pfeifer, M., Rekalidou, G., & Bren, M. (2014). Teacher Behavior and Student Outcomes: Results of a European Study. *Educational Assessment, Evaluation and Accountability*, 26, 73–93.
  22. Kyriakides, L., Creemers, B.P.M., Panayiotou, A., Vanlaar, G., Pfeifer, M., Gašper, C., & McMahon, L. (2014). Using student ratings to measure quality of teaching in six European countries. *European Journal of Teacher Education*, 37(2), 125-143.
  23. Christoforidou, M., Kyriakides, L., Antoniou, P., & Creemers, B.P.M. (2014). Searching for stages of teacher skills in assessment. *Studies in Educational Evaluation*, 40, 1-11.
  24. Creemers, B.P.M., & Kyriakides, L. (2013). Using the dynamic model to identify stages of effective teaching: An introduction to the special issue. *Journal of Classroom Interaction*, 48(2), 4-9.
  25. Kyriakides, L., Archambault, I., & Janosz, M. (2013). Searching for stages of effective teaching: a study testing the validity of the dynamic model in Canada. *Journal of Classroom Interaction*, 48(2), 11-24.
  26. Kyriakides, L., Christoforou, C., & Charalambous, C.Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching and Teacher Education*, 36, 143-152.
  27. Kyriakides, L., & Creemers, B.P.M. (2013). Characteristics of Effective Schools in Facing and Reducing Bullying. *School Psychology International*, 34(3) 348–368.
  28. Antoniou, P., & Kyriakides, L. (2013). A Dynamic Integrated Approach to Teacher Professional Development: Impact and Sustainability of the Effects on Improving Teacher Behavior and Student Outcomes. *Teaching and Teacher Education*, 29(1), 1-12.
  29. Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2013). A Dynamic Approach to School Improvement: Main Features and Impact. *School Leadership and Management*, 33(2), 114-132.
  30. Valls, M.R., & Kyriakides, L. (2013). The power of Interactive Groups: How diversity of adults volunteering in classroom groups can promote inclusion and success for children of vulnerable minority ethnic populations. *Cambridge Journal of Education*, 43(1), 17-33.
  31. Charalambous, C., Philippou, G., & Kyriakides, L. (2012). Developing a Test for Exploring Student Performance in a Complex Domain: Challenges Faced, Decisions Made, and Implications Drawn. *Studies in Educational Evaluation*, 38(3-4), 93-106.



32. Demetriou, D., & Kyriakides, L. (2012). The impact of school self-evaluation upon student achievement: a group randomization study. *Oxford Review of Education*, 38(2), 149-170.
33. Kyriakides, L., & Creemers, B.P.M. (2012). School policy on teaching and school learning environment: direct and indirect effects upon student outcome measures. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 18(5), 403-424.
34. Harris, A., Chapman, C., Muijs, D., Reynolds, D., Campbell, C., Creemers, B., Earl, L., Kyriakides, L., Munoz, G., Stoll, L., Stringfield, S., van Velzen, B., & Weinstein, J. (2013). Getting lost in translation? An analysis of the international engagement of practitioners and policy-makers with the educational effectiveness research base. *School Leadership & Management*, 33(1), 3-19.
35. Antoniou, P., & Kyriakides, L. (2011). The impact of a dynamic approach to professional development on teacher instruction and student learning: results from an experimental study. *School Effectiveness and School Improvement*, 22(3), 291-311.
36. Kyriakides, L., & Creemers, B.P.M. (2011). Can Schools Achieve Both Quality and Equity? Investigating the Two Dimensions of Educational Effectiveness. *Journal of Education for Students Placed at Risk*, 16(4), 237-254.
37. Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2011). Investigating the Effectiveness of a Dynamic Integrated Approach to Teacher Professional Development. *Center for Educational Policy Studies Journal*, 1(1), 13-42.
38. Kyriakides, L., Creemers, B., Antoniou, P., & Demetriou, D. (2010). A synthesis of studies searching for school factors: Implications for theory and research. *British Educational Research Journal*, 36(5), 807-830.
39. Creemers, B.P.M., & Kyriakides, L. (2010). School factors explaining achievement on cognitive and affective outcomes: Establishing a dynamic model of educational effectiveness. *Scandinavian Journal of Educational Research*, 54(1), 263-294.
40. Creemers, B.P.M., & Kyriakides, L. (2010). Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement. *Irish Educational Studies*, 29, 5-23.
41. Creemers, B.P.M., & Kyriakides, L. (2010). Explaining stability and changes in school effectiveness by looking at changes in the functioning of school factors. *School Effectiveness and School Improvement*, 21(4), 409-427.
42. Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. *Journal of Educational Administration*, 48(2), 218-240.
43. Kyriakides, L., Creemers, B.P.M. & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25(1), 12-23.
44. Kyriakides, L., & Luyten, H. (2009). The contribution of schooling to the cognitive development of secondary education students in Cyprus: an application of regression-discontinuity with multiple cut-off points. *School Effectiveness and School Improvement*,

20(2), 167-186.

45. Kyriakides, L., & Antoniou, P. (2009). Gender differences in mathematics achievement: an investigation of gender differences by item difficulty interactions. *Educational Research and Evaluation, 15*(3), 223-242.
46. Kyriakides, L., & Creemers, B.P.M. (2009). The effects of teacher factors on different outcomes: two studies testing the validity of the dynamic model. *Effective Education, 1*(1), 61-86.
47. Creemers, B.P.M., & Kyriakides, L. (2009). Situational effects of the school factors included in the dynamic model of educational effectiveness. *South African Journal of Education, 29*(3), 293-315.
48. Kyriakides, L. (2008). Testing the validity of the comprehensive model of educational effectiveness: a step towards the development of a dynamic model of effectiveness. *School Effectiveness and School Improvement, 19*(4), 429-446.
49. Kyriakides, L., & Creemers, B.P.M. (2008). A longitudinal study on the stability over time of school and teacher effects on student learning outcomes. *Oxford Review of Education, 34*(5), 521-545.
50. Kyriakides, L., & Tsangaridou, N. (2008). Towards the development of generic and differentiated models of educational effectiveness: a study on school and teacher Effectiveness in Physical Education. *British Educational Research Journal, 34*(6), 807-838.
51. Kyriakides, L., & Creemers, B.P.M. (2008). Using a multidimensional approach to measure the impact of classroom level factors upon student achievement: a study testing the validity of the dynamic model. *School Effectiveness and School Improvement, 19*(2), 183-205.
52. Charalambous, C., Philippou, G., & Kyriakides, L. (2008). Tracing the development of preservice teachers' efficacy in teaching mathematics during fieldwork. *Educational Studies in Mathematics, 67*(2), 125-142.
53. Kyriakides, L., & Demetriou, D. (2007). Introducing a teacher evaluation system based on teacher effectiveness research: an investigation of stakeholders' perceptions. *Journal of Personnel Evaluation in Education, 20*(1), 43-64.
54. Creemers, B.P.M., & Kyriakides, L. (2006). Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. *School Effectiveness and School Improvement, 17*(3), 347-366.
55. Kyriakides, L., Demetriou, D., & Charalambous, C. (2006). Generating criteria for evaluating teachers through teacher effectiveness research. *Educational Research, 48*(1), 1-20.
56. Kyriakides, L., Kaloyirou, C., & Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire for students using the Rasch measurement model. *British Journal of Educational Psychology, 76*(4), 781-801.
57. Kyriakides, L. (2006). Using international comparative studies to develop the theoretical framework of educational effectiveness research: A secondary analysis of TIMSS 1999 data. *Educational Research and Evaluation, 12*(6), 513-534.

58. Kyriakides, L. (2006). Introduction international studies on educational effectiveness. *Educational Research and Evaluation*, 12(6), 489-497.
59. Demetriou, A., & Kyriakides, L. (2006). The functional and developmental organization of cognitive developmental sequences. *British Journal of Educational Psychology*, 76(2), 209-242.
60. Kyriakides, L., Charalambous, C., Philippou, G., & Campbell, R.J. (2006). Illuminating reform evaluation studies through incorporating teacher effectiveness research: a case study in Mathematics. *School Effectiveness and School Improvement*, 17(1), 3-32.
61. Teddlie, C., Creemers, B.P.M., Kyriakides, L., Muijs, D., & Fen, Y. (2006). The International System for Teacher Observation and Feedback: Evolution of an international study of teacher effectiveness constructs. *Educational Research and Evaluation*, 12(6), 561-582.
62. Kyriakides, L. (2005). Evaluating school policy on parents working with their children in class. *The Journal of Educational Research*, 98(5), 281-298.
63. Kyriakides, L. (2005). Extending the Comprehensive Model of Educational Effectiveness by an Empirical Investigation. *School Effectiveness and School Improvement*, 16(2), 103-152.
64. Kyriakides, L. (2005). Drawing from teacher effectiveness research and research into teacher interpersonal behaviour to establish a teacher evaluation system: A study on the use of student ratings to evaluate teacher behaviour. *Journal of Classroom Interaction*, 40(2), 44-66.
65. Kyriakides, L., & Charalambous, Ch. (2005). Using educational effectiveness research to design international comparative studies: turning limitations into new perspectives. *Research Papers in Education*, 20(4), 391-412.
66. Muijs, D., Campbell, R.J., Kyriakides, L., & Robinson, W. (2005). Making the case for Differentiated Teacher Effectiveness: An overview of research in four key areas. *School Effectiveness and School Improvement*, 16(1), 51-70.
67. Demetriou, A., Kui, Z.X., Spanoudi, G., Christou, C., Kyriakides, L., & Platsidou, M. (2005). The architecture, dynamics and development of mental processing: Greek, Chinese or Universal. *Intelligence*, 33(2), 109-141.
68. Kyriakides, L., & Campbell, R.J. (2004). School self-evaluation and school improvement: a critique of values and procedures. *Studies in Educational Evaluation*, 30(1), 23-36.
69. Kyriakides, L. (2004). Investigating Validity from Teachers' Perspective through their engagement in Large-Scale Assessment: the Emergent Literacy Baseline Assessment Project. *Assessment in Education: Principles, Policy and Practice*, 11(2), 143-165.
70. Kyriakides, L. (2004). Differential school effectiveness in relation to sex and social class: some implications for policy evaluation. *Educational Research and Evaluation*, 10(2), 141-161.
71. Campbell, R.J., Kyriakides, L., Muijs, R.D., & Robinson, W. (2004). Effective teaching and values: some implications for research and teacher appraisal. *Oxford Review of Education*, 30(4), 451-465.

72. Kyriakides, L., & Gagatsis, A. (2003). Assessing Student Problem-Solving Skills. *Structural Equation Modeling: A Multidisciplinary Journal*, 10(4), 609-621.
73. Kyriakides, L., & Campbell, R.J. (2003). Teacher Evaluation in Cyprus: Some conceptual and methodological issues arising from Teacher and School Effectiveness Research. *Journal of Personnel Evaluation in Education*, 17(1), 21-40.
74. Campbell, R.J., Kyriakides, L., Muijs, R.D., & Robinson, W. (2003). Differential teacher effectiveness: towards a model for research and teacher appraisal. *Oxford Review of Education*, 29(3), 347-362.
75. Demetriou, A., Kyriakides, L., & Avraamidou, C. (2003). The missing link in the relations between intelligence and personality. *Journal of Research in Personality*, 37(6), 547-581.
76. Kyriakides, L., & Kelly, K. (2003). The impact of engagement in large scale assessment on teacher professional development: The Emergent Literacy Baseline Assessment project. *Journal of Research in Childhood Education*, 18(1), 38-56.
77. Campbell, R.J., Muijs, R.D., Robinson, W., & Kyriakides, L. (2003). Measuring teachers' performance: A case for differentiation. *Education 3-13*, 31(2), 9-18.
78. Kyriakides, L., Campbell, R.J., & Christofidou, E. (2002). Generating criteria for measuring teacher effectiveness through a self-evaluation approach: A complementary way of measuring teacher effectiveness. *School Effectiveness and School Improvement*, 13(3), 291-325.
79. Kyriakides, L. (2002). A research based model for the development of policy on baseline assessment. *British Educational Research Journal*, 28(6), 805-826.
80. Kyriakides, L., & Charalambous, C. (2002). Developmental Assessment of Primary Students Skills on Multiple Representations: Construct Validity of a Test on Fractions. *Mediterranean Journal for research in Mathematics Education*, 1(1), 79-104.
81. Kyriakides, L., Campbell, R.J., & Gagatsis, A. (2000). The significance of the classroom effect in primary schools: An application of Creemers' comprehensive model of educational effectiveness. *School Effectiveness and School Improvement*, 11(4), 501-529.
82. Campbell, R.J., & Kyriakides, L. (2000). The National Curriculum and Standards in Primary Schools: a comparative perspective. *Comparative Education*, 36(4), 383-395.
83. Gagatsis, A., & Kyriakides, L. (2000). Teachers' attitudes towards their pupils' mathematical errors. *Educational Research and Evaluation*, 6(1), 24-58.
84. Campbell, R.J., & Kyriakides, L. (2000). Pedagogy, performance and politics: issues in the study of primary education. *Teaching and Teacher Education*, 16(2), 269-273.
85. Kyriakides, L. (1999). Research on Baseline Assessment in Mathematics at school entry. *Assessment in Education: Principles, Policy and Practice*, 6(3), 357-375.
86. Kyriakides, L., & Campbell, R.J. (1999). Primary teachers' perceptions of baseline assessment in Mathematics. *Studies in Educational Evaluation*, 25(2) 109-130.
87. Kyriakides, L. (1997). Influences on Primary Teachers' Practice: some problems for curriculum change theory. *British Educational Research Journal*, 23(1), 39-46.

88. Kyriakides, L. (1997). Primary teachers' perceptions of policy for curriculum reform in Mathematics. *Educational Research and Evaluation*, 3(3), 214-242.
89. Kyriakides, L. (1998). Professional influences on teachers' perceptions of teaching and assessment in Mathematics. *Scientia Paedagogica Experimentalis*, 35(1), 263-276.
90. Kyriakides, L. (1996). "Reforming" Primary Education in Cyprus. *Education 3-13*, 24(2), 46-50.
91. Kyriakides, L. (1996). Primary teachers' perceptions of curriculum reform in Cyprus with special reference to Mathematics. *Mediterranean Journal of Educational Studies*, 1(2), 77-93.

### Articles in Greek Journals with Referee System

1. Kyriakides, L. (1996). Teachers' perceptions of assessment and record-keeping. *Pedagogical Review (Pedagogiki Epitheorisi)*, 24, 261-283.
2. Kyriakides, L. (1998). Parents' and teachers' perceptions of school discipline. *Pedagogical Review (Pedagogiki Epitheorisi)*, 27, 203-222.
3. Theofilides, Ch., & Kyriakides, L. (1999). The "school centre": Parents views. *To Bima ton koinonikon epistimon*, 6, 25-26, 149-163.
4. Kyriakides, L., & Demetriou, D. (2002). Cypriot teachers' perceptions of the criteria for evaluating teachers which emerge from teacher effectiveness research. *Epistimes tis Agogis*, 3, 31-46.
5. Kyriakides, L. (2003). Research on Baseline Assessment: Implications for the Development of Assessment Policy. *Pedagogical Review (Pedagogiki Epitheorisi)*, 35, 148-164.
6. Kyriakides, L., & Telemachou, K. (2004). Using the Rasch model to integrate Formative and Summative Assessment: A study of students' errors in Mathematics National Test. *Pedagogical Review (Pedagogiki Epitheorisi)*, 37, 170-185.

### Books in Greek

1. Gagatsis, A., Euaggelidou, A., Phtiaka, H., Kyriakides, L., Tsangaridou, M., & Koutsoulis M. (2004) (Eds.). *Contemporary Trends in Educational Research: Proceedings of the 8<sup>th</sup> Conference of Cyprus Pedagogical Association*. Nicosia.
2. Gagatsis, A., Tsangaridou, N., Kyriakides, L., Phtiaka, H., & Koutsoulis M. (2002) (Eds.) *Educational research in the globalisation era: Proceedings of the 7<sup>th</sup> Conference of Cyprus Pedagogical Association, Volumes 1 and 2*. Nicosia.
3. Georgiou, S., Kyriakides, L., & Christou, C. (Eds) (2000). *Contemporary Research in Educational Studies*. Nicosia.

### Editor of Special Issue of International Journals with Referee System

1. Kyriakides, L., & Creemers, B.P.M. (2018). Research on equity in education: Implications for school evaluation. *Studies in Educational Evaluation*, 57, 1-62.
2. Kyriakides, L., & Creemers, B.P.M. (2013). Identifying stages of effective teaching and assessment. *Journal of Classroom Interaction*, 48(2&3).
3. Kyriakides, L. (2006). International Studies on Educational Effectiveness. *Educational Research and Evaluation*, 12(6).

### **Selected Chapters Published in Books after Technical Review**

1. Kyriakides, L., & Creemers, B.P.M (2017). Searching for causality to develop and test theoretical models of educational effectiveness research. In M. Rosén, K. Yang Hansen, & U. Wolff (Eds.), *Cognitive Abilities and Educational Achievement: measurement and determinant. A Festschrift in Honor of Jan-Eric Gustafsson*, (pp. 111-126). Dordrecht: Springer.
2. Thomas, S., Kyriakides, L., & Townsend, T. (2016). Educational effectiveness research in new, emerging and traditional contexts. In C. Chapman, D. Muijs, D. Reynolds, P. Sammons, & C. Teddlie (Eds.). *The Routledge International Handbook of Educational Effectiveness and Improvement* (pp. 220-245). London: Routledge.
3. Kyriakides, L., & Creemers, B.P.M (2016). A dynamic perspective on school learning environment and its impact on student learning outcomes. In S. Kuger, E. Klieme, N. Jude, & D. Kaplan (Eds.), *Assessing contexts of learning: An international perspective*, (pp. 355-374). Dordrecht, the Netherlands: Springer.
4. Creemers, B.P.M., & Kyriakides, L., (2015). School Improvement. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol 21, pp.91-95). Oxford: Elsevier.
5. Creemers, B.P.M., & Kyriakides, L., (2015). Educational Effectiveness, The Field of. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol 7., pp. 224–228). Oxford: Elsevier.
6. Kyriakides, L. (2015). Educational Effectiveness Theory and Research: Recent Advances. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol. 7, pp. 218–223). Oxford: Elsevier.
7. Kyriakides, L., & Charalambous, C.Y. (2014). Educational effectiveness research and international comparative studies: Looking back and looking forward. In R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (Eds.), *Educational policy evaluation through international comparative assessments* (pp. 33-50). Munster & New York: Waxmann.
8. Kyriakides, L., Charalambous, C.Y., Demetriou, D., & Panayiotou, A. (2014). Using PISA Studies to Establish Generic Models of Educational Effectiveness. In R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (Eds.), *Educational policy evaluation through international comparative assessments* (pp. 191-206). Munster & New York: Waxmann.
9. Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2012). School Effectiveness and improvement: using a dynamic approach to improve quality in education. In M. Brundrett (Ed.), *Principles of School Leadership* (pp. 54-69). London: Sage.

10. Kyriakides, L. (2012). Advances in School Effectiveness Theory. In C. Chapman, P. Armstrong, A. Harris, D. Muijs, D. Reynolds, & P. Sammons (Eds.), *School Effectiveness and Improvement Research, Policy and Practice: Challenging the orthodoxy?* (pp. 44-57). London: Routledge.
11. Georgiou, M., & Kyriakides, L. (2012). The impact of teacher and principal interpersonal behaviour on student learning outcomes: A Large Scale Study in Secondary Schools of Cyprus. In T. Wubbels, P. den Brok, J. van Tartwijk, & J. Levy (Eds.), *Interpersonal relationships in education: An overview of contemporary research* (pp. 119-136). Rotterdam, The Netherlands: Sense Publishers.
12. Creemers, B.P.M., & Kyriakides, L. (2011). Using Educational Effectiveness Research to Improve the Quality of Teaching Practice. In C. Day (Ed.), *The Routledge International Handbook of Teacher and School Development* (pp. 389-399). London: Routledge.
13. Neophytou, L., Koutselini, M., & Kyriakides, L. (2011). The Effect of Teachers' Personal Beliefs and Emotional Intelligence on Quality and Effectiveness of Teaching. In A. Lauriala, R. Rajala, H. Ruokamo & O.-Y. Mäntylä (Eds.), *Navigating in Educational Contexts* (pp. 207-224). Rotterdam: Sense Publishers.
14. Creemers, B.P.M., & Kyriakides, L. (2010). Validity of educational indicators. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopaedia of Education* (pp. 193-199). Oxford: Elsevier.
15. Kyriakides, L., Creemers, B.P.M., Teddlie, C., & Muijs, D. (2010). The International System for Teacher Observation and Feedback: A Theoretical Framework for Developing International Instruments. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopaedia of Education* (pp. 726-734). Oxford: Elsevier.
16. Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2009). Integrating Research on Teacher Education and Educational Effectiveness: Using the Dynamic Model for Teacher Professional Development. In M.S. Khine, & I.M. Saleh (Eds.), *Transformative Leadership and Educational Excellence: Learning Organizations in the Information Age* (pp. 199-224). Sense Publishers: Rotterdam, the Netherlands.
17. Creemers, B.P.M., & Kyriakides, L. (2008). A theoretical based approach to educational improvement: Establishing links between educational effectiveness research and school improvement. In W. Bos, H.G. Holtappels, H. Pfeiffer, & H. Rolf (Eds.), *Yearbook on School Improvement* (pp. 41-61). Germany: Juventa Verlag Weinheim und Munchen.
18. Kyriakides, L. (2007). Generic and Differentiated Models of Educational Effectiveness: Implications for the Improvement of Educational Practice. In T. Townsend (Ed.), *International Handbook of School Effectiveness and Improvement* (pp. 41-56). Dordrecht, the Netherlands: Springer.
19. Kyriakides, L., & Creemers, B.P.M. (2006). Using the dynamic model of educational effectiveness to introduce a policy promoting the provision of equal opportunities to students of different social groups. In D. M. McInerney, S. Van Etten, & M. Dowson (Eds.), *Research on Sociocultural Influences on Motivation and learning, Vol. 6: Effective schooling* (pp. 17-42). Greenwich CT: Information Age Publishing.
20. Kyriakides, L. (2006). Measuring the learning environment of the classroom and its effect on cognitive and affective outcomes of schooling. In D. L. Fisher, & M. S. Khine (Eds.), *Contemporary Approaches to Research on Learning Environments: World Views* (pp. 369-

408). Hackensack, New Jersey: World Scientific.\

21. Kyriakides, L. (1999). The management of curriculum improvement in Cyprus: A critique of a 'centre-periphery' model in a centralised system. In T. Townsend, P. Clarke, & M. Ainscow (Eds.), *Third Millennium Schools: A World of Difference in Effectiveness and Improvement* (pp. 107-124). Lisse: Swets and Zeitlinger.
22. Kyriakides, L. (1999). Partnership in Action: An evaluation of a school policy on parents working with their own children in school. In F. Smit, H. Moerel, K.V. Wolf, & P. Slegers (Eds.), *Building bridges between home and school*, (pp. 103-110). Amsterdam: ITS.

### **Selected Articles in Conference Proceedings with Referee System**

1. Kyriakides, L., & Christoforides, M. (2011). Searching for stages of teacher skills in assessment: Implications for research on teacher professional development. *Paper presented at the 37th International Association for Educational Assessment Annual Conference (IAEA) 2011*. Manila, Philippines, October 2011.
2. Charalambous, C., Philippou, G. & Kyriakides, L. (2004). Towards a unified model on teachers' concerns and efficacy beliefs related to a mathematics reform. In M.J. Hoines & A.B. Fuglestad (Eds.) *Proceedings of the 28<sup>th</sup> International Conference for the Psychology of Mathematics Education*, 2, 199-206. Bergen: Bergen University College.
3. Kyriakides, L. & Charalambous, C. (2004). Extending the scope of analysing data of IEA studies: Applying multilevel modelling techniques to analyse TIMSS data. *Proceedings of the IRC-2004, TIMSS, 1*, 69-86. Nicosia: University of Cyprus.
4. Charalambous, C., Kyriakides, L., & Philippou, G. (2003). Testing a comprehensive model for measuring problem solving and problem posing skills of primary pupil. In Pateman, N.A., Dougherty, B.J., & Zilliox, J. (Eds). *Proceeding of the 2003 Joint Meeting of PME and PMENA. 2*, 205-212. Honolulu, HI: University of Hawaii.
5. Philippou, G., Charalambous, C., & Kyriakides, L. (2003). The development of student teachers efficacy in mathematics during practicum. In Pateman, N.A., Dougherty, B.J., & Zilliox, J. (Eds). *Proceeding of the 2003 Joint Meeting of PME and PMENA, 4*, 7-14. Honolulu, HI: University of Hawaii.
6. Elia, I., Gagatsis, A., & Kyriakides, L. (2003). Young children's understanding of geometric shapes: The role of geometric models. In N. Pateman, B. Dougherty & J. Ziliox (Eds.). *Proceedings of the 2003 Joint Meeting of PME and PMENA, 2*, 349-355. Honolulu, Hawaii: University of Hawaii.
7. Gagatsis, A., Elia, I., & Kyriakides, L. (2003). The nature of multiple representations in developing mathematical relationships In N. Pateman, B. Dougherty & J. Ziliox (Eds.). *Proceedings of the 2003 Joint Meeting of PME and PMENA, 1*, 150-159. Honolulu, Hawaii: University of Hawaii.
8. Kyriakides, L., Philippou, G. & Charalambous, C. (2002). Testing a developmental model of measuring problem solving skills based on schema theory. In A. Cockburn & E. Nardi (Eds.) *Proceedings of the 26<sup>th</sup> International Conference for the Psychology of Mathematics Education*, 3, 257-264. Norwich: University of East Anglia.
9. Charalambous, C., Philippou, G. & Kyriakides, L. (2002). Towards Understanding Teachers' Philosophical Beliefs about Mathematics. In A. Cockburn & E. Nardi (Eds.) *Proceedings of*



*the 26<sup>th</sup> International Conference for the Psychology of Mathematics Education, 2*, 217-224. Norwich: University of East Anglia.

10. Kyriakides, L. (2001). Gender differences in mathematics achievement: An investigation of gender differences by item difficulty interactions. *Proceedings of the 27<sup>th</sup> Annual International Association of Educational Assessment (IAEA) Conference*. Brazil: FundacaoCesgranrio.
11. Gagatsis, A., Kyriakides, L. & Panaoura, A. (2001). Construct Validity of a Developmental Assessment on Probabilities: A Rasch measurement model analysis. In M. van den Heuvel-Panhuizen (Ed.) *Proceedings of the 25<sup>th</sup> International Conference for the Psychology of Mathematics Education, 2*, 449-456. The Netherlands: Utrecht University.
12. Kyriakides, L. (2000). A developmental assessment of pupils' use of domain-specific and general strategies in problem solving. In T. Nakahara & M. Koyama (Eds.) *Proceedings of the 24<sup>th</sup> International Conference for the Psychology of Mathematics Education, 3*, 207-214. Hiroshima University, Japan.
13. Gagatsis, A. & Kyriakides, L. (2000). Measurement of national standards in mathematics: Theoretical and methodological issues. In A. Gagatsis & Gr. Makrides (Eds.) *Proceedings of the second Mediterranean Conference on Mathematics Education, 2*, 461-471. Nicosia, Cyprus: Cyprus Mathematical Society.
14. Kyriakides, L. (2000). Research on baseline assessment: Value-added analysis of pupils' educational progress in Mathematics. In A. Gagatsis & Gr. Makrides (Eds.) *Proceedings of the second Mediterranean Conference on Mathematics Education, 2*, 480-490. Nicosia, Cyprus: Cyprus Mathematical Society.
15. Kyriakides, L. (2000). Value-added analysis of pupils' educational progress in mathematics: An examination of differential school effectiveness in relation to sex and social class. In Y. Cohen (Ed) *Proceedings of the 26<sup>th</sup> Annual International Association of Educational Assessment (IAEA) Conference*. Israel: Tel-Aviv University.
16. Kyriakides, L. (1999). Baseline assessment and school improvement: Research on attainment and progress in mathematics. In O. Zaslavski (Ed) *Proceedings of the 23rd International Conference for the Psychology of Mathematics Education, 3*, 185-192. Haifa, Israel: International Group for the Psychology of Mathematics Education.
17. Kyriakides, L. (1998). Professional influences on teachers' perceptions of teaching and assessment in mathematics. In O. Alwyn & K. Newstead (Eds), *Proceedings of the 22nd International Conference for the Psychology of Mathematics Education, 3*, 151-158. Stellenbosch, South Africa: International Group for the Psychology of Mathematics Education.
18. Kyriakides, L. (1998). Classroom Organisation in Primary Mathematics in England and Cyprus. *Proceedings of the 5th Conference of Pedagogical Review of Cyprus*, 85-94. Nicosia: University of Cyprus. (in Greek).
19. Kyriakides, L. (1997). The Mathematical knowledge and skills of Cypriot pupils entering primary school: Implications for the development of policy on baseline assessment. In E. Pehkonen (Ed), *Proceedings of the 21st International Conference for the Psychology of Mathematics Education, 3*, 176-183. University of Helsinki, Finland.

20. Kyriakides, L. (1997). Primary teachers' conceptions about mathematical assessment. *Proceedings of the first conference "Mathematics in Education and Society"*, 201- 224. Athens: University of Athens & Centre of Research, Science and Education. (in Greek)
21. Kyriakides, L. (1997). The effect of in-service training upon primary teachers' perceptions of teaching and assessment in Mathematics. *Proceedings of the First Mediterranean Conference on Mathematics in "Mathematics - Education & Applications"*, 149-165. Nicosia: Pedagogical Institute of Cyprus.
22. Kyriakides, L. (1996). The Implementation of Curriculum Policy on Classroom Organisation in Primary Mathematics. In L. Puig& A. Gutierrez (Eds.), *Proceedings of the 20<sup>th</sup> International Conference for the Psychology of Mathematics Education*, 3, 217-232. Valencia, Spain: International Group for the Psychology of Mathematics Education.
23. Kyriakides, L. (1995). Teachers' perceptions of teaching and assessment in Mathematics. In G. Philippou, C. Christou, & A. Kakas (Eds) *Proceedings of the Second Panhellenic Conference in "Mathematics Education and Computers in Education"*, 265-280. Nicosia: University of Cyprus. (in Greek).

### **Selected Articles in Conference Proceedings with Referee System (Abstract/Summary)**

#### *American Educational Research Association (AERA)*

1. Charalambous, E., Charalambous, C.Y., Dimosthenous, A., & Kyriakides, L. (2016). Using International Comparative Studies to Investigate the Relationship between Quality and Equity in Education. *Paper presented at the symposium "Studying educational inequalities from an international perspective" at the American Educational Research Association (AERA) 2016 Conference "Public Scholarship to Educate Diverse Democracies"*. Washington, DC, April 8 – April 12.
2. Kyriakides, L., Anthimou, M., & Charalambous, C.Y., (2016). Searching for the Impact of Teacher Behavior on Promoting Students' Cognitive and Metacognitive Skills. *Paper presented at the American Educational Research Association (AERA) 2016 Conference "Public Scholarship to Educate Diverse Democracies"*. Washington, DC, April 8 – April 12.
3. Kyriakides, L., & Georgiou, M. (2016). The Impact of National Educational Policies on Student Achievement: Secondary Analyses of International Studies. *Paper presented at the American Educational Research Association (AERA) 2016 Conference "Public Scholarship to Educate Diverse Democracies"*. Washington, DC, April 8 – April 12.
4. Kyriakides, L., Charalambous, E., Creemers, B.P.M., Charalambous, C.Y., & Dimosthenous, A. (2015). Can Educational Systems Achieve Both Quality and Equity? Secondary Analyses of PISA and TIMSS Studies. *Paper presented at the American Educational Research Association (AERA) 2015 Conference "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis"*. Chicago, Illinois, April 16 – April 20.
5. Charalambous, E., Panayiotou, A., Creemers, B.P.M, & Christoforidou, M. (2014). Measuring the Effectiveness Status of Schools in Promoting Equity: Secondary Analyses of Five Effectiveness Studies. *Paper presented at the American Educational Research Association (AERA) 2014 Conference*. Philadelphia, April 3 – Monday, April 7, 2014.
6. Charalambous, E., Kyriakides, L., & Charalambous, C.Y. (2014). Educational Effectiveness Research and International Comparative Studies: Looking Back and Looking Forward. *Paper presented at the symposium "Using the World as an Educational Laboratory": Merging Educational Effectiveness Research and International Comparative Studies at the American*

*Educational Research Association (AERA) 2014 Conference*. Philadelphia, April 3 – Monday, April 7, 2014.

7. Creemers, B.P.M., Panayiotou, A., Kyriakides, L., Van Damme, J., Smyth, E., Wendt, H., Zupanc, D., & Penderi, E. (2013). Impact on Student Achievement of the School Learning Environment and the Policy on Teaching. *Paper presented at the American Educational Research Association (AERA) 2013 Conference*. San Francisco, California, April 27- May 1, 2013.
8. Panayiotou, A., Kyriakides, L., Creemers, B.P.M., McMahon, L., Vanlaar, G., Pfeifer, M., Rekalidou, G. & Bren, M. (2013). Teacher Behavior and Student Outcomes: Results of a European Study. *Paper presented at the American Educational Research Association (AERA) 2013 Conference*. San Francisco, California, April 27- May 1, 2013.
9. Kyriakides, L., Panayiotou, A., Creemers, B.P.M. & Antoniou, P. (2013). Integrating Research on Teacher Effectiveness with Research on Teacher Professional Development. *Paper presented at the American Educational Research Association (AERA) 2013 Conference*. San Francisco, California, April 27- May 1, 2013.
10. Kyriakides, L., Creemers, B.P.M., & Demetriou, D. (2012). The impact of school policy in action upon student achievement: extending the dynamic model of educational effectiveness. *Paper presented at the American Educational Research Association (AERA) 2012 Conference*. Vancouver, British Columbia, Canada, April 13-17, 2012.
11. Christoforidou, M., Kyriakides, L., & Antoniou, P. (2012). The Impact of the Dynamic Approach to Teacher Professional Development upon Teachers' Skills in Assessment. *Paper presented at the American Educational Research Association (AERA) 2012 Conference*. Vancouver, British Columbia, Canada, April 13-17, 2012.
12. Kyriakides, L., & Christoforou, Ch. (2011). A Synthesis of Studies Searching for Teacher Factors: Implications for Educational Effectiveness Theory. *Paper presented at the American Educational Research Association (AERA) 2011 Conference*. New Orleans, April 2011.
13. Kyriakides, L. & Creemers, B.P.M. (2010). Can schools achieve both quality and equity? Investigating the two dimensions of educational effectiveness. *Paper presented at the American Educational Research Association (AERA) 2010*, Denver, Colorado, May 2010.
14. Kyriakides, L. & Demetriou, D. (2010). Establishing Generic Models of Educational Effectiveness: Secondary Analyses of PISA-2000, PISA-2003, and PISA-2006 studies. *Paper presented at the American Educational Research Association (AERA) 2010*, Denver, Colorado, May 2010.
15. Kyriakides, L., Antoniou, P., & Maltezou E. (2009). Investigating the short- and long- term effects of secondary schools upon academic success and development. *Paper presented at the 90<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Diego, USA.
16. Creemers, B.P.M. & Kyriakides, L. (2009). Generic and differential effects of factors and dimensions of the dynamic model of educational effectiveness. *Paper presented at the 90<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Diego, USA.
17. Demetriou, D. & Kyriakides, L. (2009). Using an evidence-based and theory-driven approach to improve school effectiveness: a group randomization study. *Paper presented at the 90<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Diego, USA.
18. Kyriakides, L. & Demetriou, D. (2008). Investigating the inferential validity of the dynamic

- model of educational effectiveness: a study of teachers' perceptions. *Paper presented at the 89<sup>th</sup> Annual Meeting of the American Educational Research Association*. New York, USA.
19. Kyriakides, L., Antoniou, P. & Maltezou E. (2008). Using different criteria to measure the short and long term effects of secondary schools upon academic success and development. *Paper presented at the 89<sup>th</sup> Annual Meeting of the American Educational Research Association*. New York, USA.
  20. Creemers, B.P.M. & Kyriakides, L. (2008). Investigating the impact of school factors of the dynamic model upon changes of school effectiveness. *Paper presented at the 89<sup>th</sup> Annual Meeting of the American Educational Research Association*. New York, USA.
  21. Kyriakides, L. & Creemers, B.P.M. (2007). Teacher and school factors explaining student achievement: Testing the Dynamic model of Educational Effectiveness. *Paper presented at the 88<sup>th</sup> Annual Meeting of the American Educational Research Association*. Chicago, IL, USA.
  22. Kyriakides, L. (2006). Identifying components of effective teaching: The first phase of ISTOF study. *Paper presented at the 87<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Francisco, CA, USA.
  23. Kyriakides, L. & Creemers, B.P.M. (2006). Testing the Dynamic Model of Educational Effectiveness: Teacher Effects on Cognitive and Affective Outcomes. *Paper presented at the 87<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Francisco, CA, USA.
  24. Kyriakides, L. & Demetriou, D. (2006). Investigating the generalisability of models of educational effectiveness: a secondary analysis of PISA study. *Paper presented at the 87<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Francisco, CA, USA.
  25. Creemers, B.P.M. & Kyriakides, L. (2005). Establishing links between Educational Effectiveness Research and improvement practices through the development of a dynamic model of educational effectiveness. *Paper presented at the 86<sup>th</sup> Annual Meeting of the American Educational Research Association*. Montreal, Quebec, Canada.
  26. Kyriakides, L. & Demetriou, D. (2005). Introducing a teacher evaluation system based on teacher effectiveness research: an investigation of stakeholders' perceptions. *Paper presented at the 86<sup>th</sup> Annual Meeting of the American Educational Research Association*. Montreal, Quebec, Canada.
  27. Kyriakides, L. & Tsangaridou, N. (2004). School Effectiveness and Teacher Effectiveness in Physical Education. *Paper presented at the 85<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Diego, CA, USA.
  28. Muijs, D. & Kyriakides, L. (2004). Differential Teacher Effectiveness: Towards a model for research and teacher appraisal. *Paper presented at the 85<sup>th</sup> Annual Meeting of the American Educational Research Association*. San Diego, CA, USA.
  29. Kyriakides, L. (2003). A theoretical framework for school effectiveness research based on Creemers' model: An empirical study. *Paper presented at the 84<sup>th</sup> Annual Meeting of the American Educational Research Association*. Chicago, USA.
  30. Kyriakides, L., & Charalambous, C. (2002). Empirical validity for a developmental model of measuring problem solving skills based on schema theory. *Proceedings of the 83<sup>rd</sup> Annual Meeting of the American Educational Research Association*. New Orleans.

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*International Congress for School Effectiveness and Improvement (ICSEI)*

31. Creemers, B.P.M., Kyriakides, L., & Charalambous, E., (2015). Investigating quality and equity at system level: Secondary Analyses of PISA and TIMSS Studies. *Paper presented at the 28<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2015*. Ohio, USA, January 3-6.
32. Charalambous, E., Creemers, B.P.M., & Kyriakides, L. (2014). The impact of the dynamic approach to school improvement in promoting quality and equity in education. *Paper presented at the 27<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2014*. Yogyakarta, Indonesia, January 2-7.
33. Creemers, B.P.M., & Kyriakides, L. (2014). Improving quality of teaching in education: The impact of a dynamic approach to teacher professional development. *Paper presented at the 27<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2014*. Yogyakarta, Indonesia, January 2-7.
34. Kyriakides, L., Panayiotou, A., McMahan, L., Zupanc, D., Vanlaar, G., Scharenberg, K. & Rekalidou, G. (2013). The impact of quantity and quality of teaching on student achievement. *Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI) 2013*. Santiago, Chile, January 3-6.
35. Kyriakides, L., McMahan, L., Cankar, G., Van Damme, J., Vennemann, M. & Penderi, E. (2013). Measuring system level factors and their impact on the effectiveness of primary education. *Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI) 2013*. Santiago, Chile, January 3-6.
36. Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2012). A Dynamic approach to teacher professional development: The added value of offering INSET courses on a school basis. *Paper presented at the 25<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2012*. Malmo, Sweden, January.
37. Christoforides, M., & Kyriakides, L. (2011). Using the dynamic model to identify stages of teachers' skills in assessment. *Paper presented at the 24<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2011*. Limassol, Cyprus, January 2011.
38. Kyriakides, L., Charalambous, A., Kaloyirou, C., & Creemers, B.P.M. (2011). Facing and preventing bullying through improving the school learning environment: The theoretical background of the project. *Paper presented at the 24<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2011*. Limassol, Cyprus, January 2011.
39. Janosz, M., Archambault, I., & Kyriakides, L. (2011). The cross-cultural validity of the dynamic model of educational effectiveness: A Canadian study. *Paper presented at the 24<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2011*. Limassol, Cyprus, January 2011.
40. Kyriakides, L., Maltezou, E., & Antoniou, P. (2011). Using educational effectiveness research to design teacher professional development programmes: a group randomisation study. *Paper presented at the 24<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2011*. Limassol, Cyprus, January 2011.
41. Muijs, R.D., Creemers, B.P.M., Kyriakides, L., van der Werf, G., Timperley, H., & Earl,

- L.(2011). State of the Art-Teacher Effectiveness and Professional Learning. *Paper presented at the "State of the Art" sessions in the 24th International Congress for School Effectiveness and Improvement (ICSEI) 2011*. Limassol, Cyprus, January 2011.
42. Kyriakides, L. (2010). Factors at System Level that Contribute to Student Achievement Outcomes. *Paper presented at the ICSEI 2010 conference*. Kuala Lumpur, Malaysia.
  43. Creemers, B.P.M. & Kyriakides, L. (2009). Dynamic Perspectives on promoting quality in education: Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement. *Paper presented at the ICSEI 2009 conference*. Vancouver, Canada.
  44. Kyriakides, L. & Creemers, B.P.M. (2008). Searching for direct and indirect effects of school factors of the dynamic model of educational effectiveness. *Paper presented at the ICSEI 2008 conference*. New Zealand.
  45. Kyriakides, L. & Pashiardis, P. (2007). Using Educational Effectiveness Research to Develop the National Policy on Teacher and School Evaluation in Cyprus: the Athena project. *Paper presented at the MORE symposium of ICSEI 2007 conference*. Portoroz, Slovenia.
  46. Kyriakides, L. (2007). Preliminary Results Emerged from the Validation Study of ISTOF. *Paper presented at the ICSEI 2007 conference*. Portoroz, Slovenia.
  47. Creemers, B.P.M., Kyriakides, L., Demetriou, D. & Antoniou, P. (2007). A critical analysis of research into modeling educational effectiveness based on a synthesis of studies searching for school effectiveness factors. *Paper presented at the ICSEI 2007 conference*. Portoroz, Slovenia.
  48. Kyriakides, L. & Creemers, B.P.M. (2006). Using different approaches to measure the school and teacher long-term effect: A longitudinal study on primary student achievement in mathematics. *Paper presented at the ICSEI 2006 conference*. Fort Lauderdale, Florida: USA.
  49. Kyriakides, L. & Luyten, H. (2006). Using different methodological approaches and criteria to measure the effect of schooling: Implications for the development of educational effectiveness research. *Paper presented at the MORE symposium of ICSEI 2006 conference*. Fort Lauderdale, Florida: USA.
  50. Kyriakides, L., Creemers, B.P.M., Muijs, D., & Lee, J. (2006). Identifying components of effective teaching across countries: the main results of the first phase of the ISTOF project. *Paper presented at the ICSEI 2006 conference*. Fort Lauderdale, Florida: USA.
  51. Creemers, B.P.M., Kyriakides, L., Demetriou, D., & Antoniou, P. (2006). A critical analysis of the dynamic model of educational effectiveness based on a synthesis of studies investigating the impact of school factors on student achievement. *Paper presented at the ICSEI 2006 conference*. Fort Lauderdale, Florida: USA.
  52. Kyriakides, L. (2005). International comparative studies and educational effectiveness modelling: A secondary analysis of TIMSS 1999 data. *Paper presented at the MORE symposium of ICSEI 2005 conference*. Barcelona: Spain.
  53. Kyriakides, L. & Demetriou, D. (2005). Using International Comparative Studies for establishing generic and differentiated models of educational effectiveness: the PISA study. *Paper presented at the ICSEI 2005 conference*. Barcelona: Spain.
  54. Kyriakides, L. (2005). Generating school performance indicators through a self-evaluation

approach: a complementary way of building the capacity of school for improvement. *Paper presented at the ICSEI 2005 conference*. Barcelona: Spain.

55. Kyriakides, L. (2004). A study on differential teacher and school effectiveness: some implications for policy evaluation. *Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement*. Rotterdam
56. Kyriakides, L., Demetriou, D., & Charalambous, C. (2004). Generating criteria for evaluating teachers through teacher effectiveness research. *Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement*. Rotterdam.
57. Teddlie, C., Kyriakides, L. & Yu, F. (2004). A proposal to develop an internationally valid teacher observation system: The International System for Teacher Observation and Feedback (ISTOF). *Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement*. Rotterdam.
58. Kyriakides, L. (2001). Educational equity and research into differential school effectiveness. *Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement*. Toronto.

*European Association of Research on Learning and Instruction (EARLI)*

59. Kyriakides, L., Creemers, B.P.M., & Charalambous, E. (2017). Differential Teacher and School Effectiveness Research: Implications for Promoting Equity. *Paper presented at the invited symposium "Closing the gaps? Differential educational effectiveness as a road to school improvement" at the 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good"*. University of Tampere, Finland, 27 August – 2 September.
60. Kyriakides, L., Antoniou, P., Charalambous, E., Creemers, B.P.M., Devine, D., Papastylianou, D., & Fahie, D. (2017). Promoting Quality and Equity in Education: The impact of the Dynamic Approach to School Improvement. *Paper presented at the 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good"*. University of Tampere, Finland, 27 August – 2 September.
61. Charalambous, C., Kyriakides, E., Tsangaridou, N., & Kyriakides, L. (2017). Combining Generic and Content-Specific Practices in Exploring Teaching Quality in Physical Education. *Paper presented at the 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good"*. University of Tampere, Finland, 27 August – 2 September.
62. Ko, J., Sammons, S., Kyriakides, L., Maulana, R. (2017). Differential teacher effectiveness on student engagement and learning attitudes. *Paper presented at the 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good"*. University of Tampere, Finland, 27 August – 2 September.
63. Anthimou, M., & Kyriakides, L. (2017). Exploring the effects of teaching factors on promoting students' cognitive and metacognitive skills. *Paper presented at the 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good"*. University of Tampere, Finland, 27 August – 2 September.

64. Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2016). Using Educational Effectiveness Research to Promote Quality of Teaching: The Contribution of the Dynamic Model. *Paper presented at the symposium "Studying Instructional Quality through Different Lenses: In Search of Common Ground" of the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
65. Christoforidou, M., Kyriakides, L., & Panayiotou, A. (2016). Teacher Professional Development in Student Self-Assessment: The Impact of the Dynamic Approach. *Paper presented at the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
66. Charalambous, C.Y., Kyriakides, E., Kyriakides, L., & Tsangaridou, N. (2016). Using Different Approaches to Gauge Teaching Quality: Are They All Equally Effective? *Paper presented at the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
67. Kokkinou, E., & Kyriakides, L. (2016). Assessing Teacher Effectiveness: Investigating the Consistency of Teacher Behavior in Different Classrooms. *Paper presented at the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
68. Televantou, I., Marsh, H., & Kyriakides, L. (2016). The Big Fish Little Pond Effect: Evidence from Early English Primary School Data. *Paper presented at the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
69. Caro, D., & Kyriakides, L. (2016). Correcting for omitted prior achievement bias in international assessment studies of teacher effects: An applied example with PIRLS-NPD matched data. *Paper presented at the 5<sup>th</sup> Meeting of the EARLI SIGs 18 & 23 "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement.* University of Oslo, Norway, 28th - 30th of September, 2016.
70. Charalambous, E., Kyriakides, L., & Creemers, B.P.M. (2015). Using the dynamic approach to school improvement to promote equity in socially disadvantaged schools. *Paper presented at the 16th Biennial conference of the European Association for Research in Learning and Instruction (EARLI) "Towards a Reflective Society: Synergies between Learning, Teaching and Research".* Cyprus University of Technology (CUT), Limassol, Cyprus, August 25-29.
71. Kyriakides, L., Charalambous, E., Michaelidou, A., & Creemers, B.P.M. (2014). Promoting student learning outcomes in socially disadvantaged schools: The impact of the dynamic approach to school improvement. *Paper presented at the 4<sup>th</sup> Meeting of the EARLI SIG Educational Effectiveness "Marrying rigour and relevance: Towards effective education for all".* University of Southampton, UK, 27-29 August, 2014.
72. Charalambous, E., Kyriakides, L., & Creemers, B.P.M. (2014). Promoting quality and equity in education. The impact of school learning environment. *Paper presented at the 4<sup>th</sup> Meeting of the EARLI SIG Educational Effectiveness "Marrying rigour and relevance: Towards effective education for all".* University of Southampton, UK, 27-29 August, 2014.



73. Kyriakides, L., Creemers, B.P.M., Charalambous, E., Christoforidou, M., & Antoniou, P. (2013). Promoting quality and equity in education: A dynamic theory. *Paper presented at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning"*, Munich, Germany, August 27-31.
74. Charalambous, C.Y., & Kyriakides, L. (2013). Exploring Generic and Domain-Specific Factors of Effective Teaching: Secondary PISA Analyses. *Paper presented at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning"*, Munich, Germany, August 27-31.
75. Kyriakides, L., & Creemers, B.P.M. (2013). Teacher behavior and students' outcomes: Results of a European study. *Paper presented at the symposium "Opportunities to learn and teaching strategies: a cross-cultural approach" at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning"*, Munich, Germany, August 27-31.
76. Kyriakides, L., & Creemers, B.P.M. (2013). Searching for stages of effective teaching: a dynamic approach. *Paper presented at the EARLI SIG invited symposium "Quality of teaching: Different theoretical orientations and empirical evidence" at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning"*, Munich, Germany, August 27-31.
77. Antoniou, P., & Kyriakides, L. (2012). Using Multilevel SEM in an experimental design towards teacher professional development to identify causal and mediating effects upon student achievement gains. *Paper presented at the EARLI SIG18 Educational Effectiveness Conference*, University of Zurich, August 29-31.
78. Kyriakides, L., Creemers, B.P.M., Panayiotou, A., Van Damme, J., Pfeifer, M., Cankar, G., & McMahon, L. (2012). Using student ratings to measure quality of teaching in six European countries. *Paper presented at the EARLI SIG18 Educational Effectiveness Conference*, University of Zurich, August 29-31.
79. Kyriakides, L., & Demetriou, D. (2010). Investigating the impact of school policy in action upon student achievement: extending the dynamic model of educational effectiveness. *Paper presented at the second meeting of the EARLI SIG18 Educational Effectiveness*, Leuven, August.
80. Kyriakides, L. & Creemers, B.P.M. (2009). Explaining stability and changes in schools: A follow-up study testing the validity of the dynamic model. *Paper presented at the EARLI 2009 Conference*. Amsterdam.
81. Kyriakides, L., Creemers, B.P.M., & Charalambous, A. (2008). Effective schools in facing and preventing bullying. *Paper presented at the EARLI SIG 18 Conference*. Frankfurt Main, Germany, August 28-30.
82. Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2008). Developmental Stages in Teaching Skills: Implications for Teacher Training and Professional Development. *Paper presented at the EARLI SIG 18 Conference*. Frankfurt Main, Germany, August 28-30.
83. Kyriakides, L. & Luyten, H. (2007). The contribution of schooling to the cognitive development of secondary education students in Cyprus: an application of regression-discontinuity with multiple cut-off points. *Paper presented at the EARLI conference*. Budapest, Hungary.
84. Kyriakides, L. (2007). Investigating the generalisability of models of educational effectiveness: a study on teacher and school effectiveness in mathematics and language at pre-primary education. *Paper presented at the EARLI conference*. Budapest, Hungary.
85. Kyriakides, L. & Creemers, B.P.M. (2005). A critical analysis of the current approaches to modelling educational effectiveness: the importance of establishing a dynamic model. *Paper*

*presented at the EARLI conference. Nicosia, Cyprus.*

86. Kyriakides, L. & Campbell, R.J. (2005). Building a Theoretical Framework of Educational Effectiveness Research: a synthesis of three empirical studies conducted in Cyprus. *Paper presented at the EARLI conference. Nicosia, Cyprus.*
87. Tsangaridou, N. & Kyriakides, L. (2005). Using the educational effectiveness knowledge base to examine teacher effectiveness in Physical Education. *Paper presented at the EARLI conference. Nicosia, Cyprus.*
88. Kyriakides, L. (2003). Validation of the comprehensive test of cognitive development through the Rasch Model. *Paper presented at the EARLI conference. Padova, Italy.*

#### *Other international Conferences*

89. Demetriou, D., & Kyriakides, L. (2012). An evidence-based and theory-driven approach to policy making: The case of school self-evaluation [in Greek]. *Proceedings of the 12<sup>th</sup> Conference of the Cyprus Pedagogical Association. University of Cyprus, Nicosia, Cyprus June 8-9.*
90. Kyriakides, L., & Creemers, B.P.M. (2012). An international study testing the dynamic model of educational effectiveness. *Paper presented at the European Conference on Educational Research (ECER) 2012. University of Cádiz, Spain, 18-21, September.*
91. Kyriakides, L., & Antoniou, P. (2012). Using Different Models of Generalizability Theory to Analyze Student Ratings of Instruction: implications for the evaluation of teaching in higher education. *Paper presented at the 7th International Conference on Higher Education Marketing. Nicosia, Cyprus, March 28-30.*
92. Creemers, B.P.M., & Kyriakides, L. (2011). Using educational effectiveness research to design theory-driven evaluation aiming to improve quality in education. *Paper presented at the IVALUA Conference. Barcelona, Spain, October.*
93. Georgiou, M., & Kyriakides, L. (2010). The impact of teacher and principal interpersonal behaviour on student learning outcomes: A Large Scale Study in Secondary Schools of Cyprus. *Paper presented at the International Conference on Interpersonal Relationships in Education (ICIRE). Boulder, Colorado, USA, April 28-29.*
94. Ioannou, I., & Kyriakides, L. (2006). Structuring a Model for the Determinants of Vocational Teacher Burnout. *Proceedings of the CCEAM Conference. Nicosia, University of Cyprus.*
95. Kyriakides, L. & Demetriou, D. (2006). Using comparative studies to evaluate national and school policies in education: A secondary analysis of PISA 2003 study. *Proceedings of the 5<sup>th</sup> Panhellenic Conference on Educational Research. Athens: Greek Pedagogical Association. (in Greek).*
96. Kyriakides, L. (2004). Differentiated teacher effectiveness in relation to children's personality and thinking style: some implications for educational effectiveness research. *Paper Presented at the GION Conference. Groningen, Netherlands.*
97. Kyriakides, L. & Kelly, K. (2003). Engaging Teachers in Large-Scale Assessment: The Emergent Literacy Baseline Assessment Project. *Paper presented at the Association for Childhood Educational International (ACEI 2003) Annual International Conference. Phoenix, Arizona USA.*
98. Kyriakides, L. (2003). Investigating the validity of large-scale tests by taking into account teachers' perspectives. *Paper presented at the 2003 NCME Annual Conference. Chicago, USA.*
99. Demetriou, A. & Kyriakides, L. (2002). A Rasch Measurement Model Analysis of the Comprehensive Test of Cognitive Development. *Proceedings of the 12<sup>th</sup> IOMW Conference. New Orleans, LA.*

100. Marcoulides, G.A. & Kyriakides, L. (2002). Applying the Rasch and Extended Generalizability Theory Models: Discrepancies between approaches. *Paper presented at the 12<sup>th</sup> International Objective Measurement Conference*. New Orleans, LA.
101. Kyriakides, L. (2002). Getting inside construct validity through the engagement of teachers in Literacy Research Using Baseline Assessment. *Proceedings of the 12<sup>th</sup> Conference of European Early Childhood Educational Research Association (EECERA)*. Nicosia: University of Cyprus.
102. Kyriakides, L. & Savvides, I. (2002). A Theoretical Framework for School self-evaluation as a process of improving effectiveness. *Proceedings of the CCEAM Conference*. Umea University, Sweden.
103. Kyriakides, L. & Christofidou, H. (2002). Expanding the comprehensive model of educational effectiveness: The results of an empirical study. *Proceedings of the 3<sup>rd</sup> Panhellenic Conference on Educational Research*. Athens: Greek Pedagogical Association. (in Greek).
104. Kyriakides, L. & Campbell, R.J. (2000). School self-evaluation and accountability: a theoretical analysis. *Proceedings of the 6<sup>th</sup> Annual Conference of UK Evaluation Society, Abstracts*. London, UK.
105. Kyriakides, L. & Huddleston, P. (1999). Ethical issues arising from the political dimensions of programme evaluation: Lessons from two evaluation studies. *Proceedings of the 5<sup>th</sup> Annual Conference of UK Evaluation Society, Abstracts*. Edinburgh, UK.
106. Kyriakides, L. (1995). Primary teachers' perceptions of Curriculum Policy in Cyprus and England: Implications for the Implementation of Curriculum Change. *Proceedings of the 1<sup>st</sup> Conference of European Research Association*. Bath: University of Bath.
107. Kyriakides, L. (1993). Student teachers' perceptions of Curriculum Policy in Cyprus and England: Some implications for the Implementation of Curriculum Change in Primary Schools. *Proceedings of the Annual Conference of British Educational Research Association, Abstracts* Liverpool: University of Liverpool.

### **Selected Research Reports**

1. Kyriakides, L., Creemers, B.P.M., & Charalambous, E. (2015). *Designing Evidence-Based Strategies and Actions to Promote Quality and Equity in Education*. Handbook of the research project "Promoting quality and equity: a dynamic approach to school improvement" (PROMQE / 2014-1-CY01-KA200-000281) under the ERASMUS+ Key Action 2 - Cooperation for innovation and the exchange of good practices, Field: School Education. Nicosia, Cyprus: University of Cyprus. Available from [www.ucy.ac.cy/promqe](http://www.ucy.ac.cy/promqe)
2. Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2012). *Report of the Data Analysis of the Teacher Questionnaire Used to Measure School Factors: Across and Within Country Results* (ESF project: Establishing a knowledge base for quality in education: testing a dynamic theory for education 08-ECRP-012). Nicosia, Cyprus: University of Cyprus.
3. Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2012). *Report of the Data Analysis of the Student Questionnaire Used to Measure Teacher Factors: Across and Within Country Results* (ESF project: Establishing a knowledge base for quality in education: testing a dynamic theory for education 08-ECRP-012). Nicosia, Cyprus: University of Cyprus.
4. Kyriakides, L., Creemers, B.P.M., Panayiotou, A., & Charalambous, C. (2012). *Report of the Data Analysis of the Headteacher Questionnaire used to Measure System Factors: Across Country Results* (ESF project: Establishing a knowledge base for quality in education: testing a dynamic theory for education 08-ECRP-012). Nicosia, Cyprus: University of Cyprus.

5. Creemers, B.P.M., Kyriakides, L., & Panayiotou, A. (2012). *Designing evidence-based strategies and actions to promote quality in education*. Handbook of the research project “Establishing a knowledge base for quality in education: testing a dynamic theory for education” (08-ECRP-012). Nicosia, Cyprus: University of Cyprus
6. Kyriakides, L., Panayiotou, A., Creemers, B.P.M., & Antoniou, P. (2012). *Promoting quality of teaching: A dynamic approach to teacher professional development*. Handbook of the research project “Establishing a knowledge base for quality in education: testing a dynamic theory for education” (08-ECRP-012). Nicosia, Cyprus: University of Cyprus.
7. Kyriakides, L., Charalambous, E., Panayiotou, A. (2012). *Designing evidence-based strategies and actions to promote quality and equity in education*. Handbook of the research project “Promoting quality and equity in education: Development, implementation and evaluation of intervention program aiming at the provision of equal educational opportunities for all students” (ΑΝΘΡΩΠΙΣΤΙΚΕΣ/ΠΑΙΔΙ/0609(BE)/04). Nicosia, Cyprus: University of Cyprus. (in Greek)
8. Panayiotou, A., Kyriakides, L., Charalambous, E. (2012). *Promoting quality in education: A dynamic approach*. Conference proceedings of the research project “Establishing a knowledge base for quality in education: testing a dynamic theory for education” (08-ECRP-012). Nicosia, Cyprus: University of Cyprus. (in Greek)
9. Kyriakides, L., Bosker, R., Muijs, D., Papadatos, Y., & Van Petegem, P. (2011). *Designing evidence-based strategies and actions to face bullying by considering socio-ethnic diversities in school populations and evaluating their effects* (European Commission’s Daphne III Programme JLS/DAP/2007-1/226). Nicosia, Cyprus: University of Cyprus. Retrieved from <http://www.ucy.ac.cy/data/jls/publications/FINAL%20REPORT.pdf>
10. Kyriakides, L. & Michaelidou, A. (2009). Developing a national assessment system to identify early students who are at risk in numeracy and literacy. Nicosia: Ministry of Education. (in Greek).
11. Kyriakides, L. & Pashiardis, P. (2006). *A proposed national reform policy in teacher and school evaluation, Volumes 1-4*. Nicosia: University of Cyprus. (in Greek).
12. Kyriakides, L. (2006). Measuring the effectiveness of the MERA project: Using networks to develop students’ research skills. Nicosia: Cyprus Research Foundation.
13. Kyriakides, L. (2004). *Cypriot teachers’ attitudes towards the use of digital portfolio for the evaluation of teachers*. Nicosia: Intercollege.
14. Kyriakides, L. (2002). *Measuring the effectiveness of Cyprus Educational Authority: Evaluation Report*. Nicosia: Ministry of Education. (in Greek)
15. Kyriakides, L. (1999). *The impact of NatWest Face 2 Face With Finance Programme: Evaluation Report*. Coventry: Centre for Education and Industry.

## **PARTICIPATION IN CONFERENCES WITH PAPER PRESENTATION**

More than 80 presentations in International Conferences in more than 20 different countries including the following:

1. 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good”. University of Tampere, Finland, 27 August – 2 September.
2. ECER 2017 Conference, Network: 09. Assessment, Evaluation, Testing and Measurement, Copenhagen, 22 - 25 August

3. American Educational Research Association (AERA) 2016 Conference "Public Scholarship to Educate Diverse Democracies". Washington, DC, April 8 – April 12.
4. 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning", Munich, Germany, August 27-31.
5. American Educational Research Association (AERA) 2013 Conference. San Francisco, California, April 27- May 1, 2013.
6. International Congress for School Effectiveness and Improvement (ICSEI) 2013. Santiago, Chile, January 3-6, 2013.
7. International Conference of the European Commission “Improving skills:Evidence from secondary analysis of international surveys”, Limassol, Cyprus, 15-16 November 2012.
8. INVALSI/UMD “Improving Education through Accountability and Evaluation” Conference, Rome, Italy, 3-5 October 2012.
9. European Conference on Educational Research (ECER) 2012, University of Cádiz, Spain, 18-21 September 2012.
10. European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, University of Zurich, August 29-31, 2012.
11. 7th International Conference on Higher Education Marketing. Nicosia, Cyprus, March 28-30, 2012.
12. American Educational Research Association (AERA) 2012 Conference. Vancouver, British Columbia, Canada, April 13-17, 2012.
13. 25th International Congress for School Effectiveness and Improvement (ICSEI) 2012. Malmö, Sweden, January 5-8, 2012.
14. American Educational Research Association (AERA) 2011 Conference. New Orleans, April 2011.
15. 37th International Association for Educational Assessment Annual Conference (IAEA) 2011. Manila, Philippines, October 2011.
16. 24th International Congress for School Effectiveness and Improvement (ICSEI) 2011, Limassol, Cyprus, January 4-7, 2011.
17. American Educational Research Association (AERA) 2010 Conference, Denver, Colorado, May 2010.
18. International Conference on Interpersonal Relationships in Education (ICIRE) 2010, April 28-29, 2010 - Boulder, Colorado, USA
19. European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, Leuven, August 2010.
20. 23rd International Congress for School Effectiveness and Improvement (ICSEI) 2010, Kuala Lumpur, January 2010

21. European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, Amsterdam, August 2009.
22. 90<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Diego, USA, April 2009.
23. 22<sup>nd</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2009, Vancouver, Canada, January 2009.
24. 89<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), New York, USA, April 2008.
25. 21<sup>st</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2008, New Zealand, January 2008.
26. 12<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Budapest, Hungary, August 2007.
27. 20<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2007, Portoroz, Slovenia, January 2007.
28. Commonwealth Conference on Educational Administration and Management (CCEAM), University of Cyprus, Nicosia, Cyprus, September 2006.
29. 87<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), Chicago, USA, April 2006.
30. 19<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2006, Fort Lauderdale, Florida, USA, January 2006.
31. 11<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus, August 2005.
32. 86<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Francisco, USA, April 2005.
33. 18<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2005, Barcelona, Spain, January 2005.
34. 85<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Diego, USA, April 2004.
35. 17<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2004, Rotterdam, the Netherlands, January 2004.
36. 10<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Padova, Italy, August 2003.
37. 84<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), Chicago, USA, April 2003.
38. Commonwealth Conference on Educational Administration and Management (CCEAM), Umea University, Umea, Sweden, September 2002.
39. 26<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), Norwich,

University of East Anglia, July 2002.

40. 12<sup>th</sup> European Conference on Quality in Early Childhood, European Early Childhood Educational Research Association (EECERA), Nicosia, August 2002.
41. 12<sup>th</sup> International Objective Measurement Workshop (IOMW) conference, New Orleans, USA, April 2002.
42. 83<sup>rd</sup> Annual Meeting of the American Educational Research Association (AERA), New Orleans, USA, April 2002.
43. Seventh Pedagogical Conference of Pedagogical Society of Cyprus, Nicosia, March 2002.
44. 27<sup>th</sup> International Conference of International Association of Educational Assessment (IAEA), Rio, May 2001.
45. 25<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), the Netherlands: Utrecht University, July 2001.
46. 6<sup>th</sup> Annual Conference of UK Evaluation Society, London, UK, December 2000.
47. 24<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), Hiroshima University, Japan, July 2000.
48. 26<sup>th</sup> International Conference of International Association of Educational Assessment (IAEA), Israel, May 2000.
49. Second Panhellenic Conference on Educational Evaluation, Patra, Greece, May 2000.
50. 5<sup>th</sup> Annual Conference of UK Evaluation Society, Edinburgh, UK, December 1999.
51. Annual Conference of the European Research Network about Parents in Education (ERNAPE), University of Amsterdam, November 1999.
52. 23<sup>rd</sup> International Conference for the Psychology of Mathematics Education (PME), Israel, July 1999.
53. 11<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 1998, Manchester: University of Manchester, UK, January 1998.
54. 7<sup>th</sup> European Conference for Research on Learning and Instruction (EARLI), Athens: University of Athens, August 1997.
55. 21<sup>st</sup> International Conference for the Psychology of Mathematics Education (PME), Lahti: University of Helsinki, July 1997.
56. Eleventh Panhellenic Conference of the National Associations of Primary Teachers (POED - DOE), Larnaca, April 1997.
57. First Mediterranean Conference on Mathematics in “Mathematics - Education & Applications”, January 1997.
58. First conference “Mathematics in Education and Society”, Athens: University of Athens & Centre of Research, Science and Education, October 1996.

59. 2nd Conference of European Research Association, University of Seville: Spain, September 1996.
60. Annual Conference of British Educational Research Association (BERA), Liverpool: University of Liverpool, September 1993.

### PROFESSIONAL EXPERIENCE

- 2013-today **Professor in Educational Evaluation at University of Cyprus:** I am responsible for organising and teaching the courses “School Effectiveness and School improvement” (EDU 631), “Evaluation of teaching and personnel” (EDU 623), “Evaluation of schools’ performance” (EDU 695), “Qualitative Research in Education” (EDU 682), “Educational statistics with statistical packages applications” (EDU 683), “Advanced Research Methods” (EDU 788) and “Using basic and advanced multilevel modelling techniques in educational research” (EDU 780) to PhD and Masters level students.
- 2008-2013 **Associate Professor in Educational Research and Evaluation at University of Cyprus:** I am responsible for organising and teaching the courses “Educational Evaluation” (EDU 304), and “Research Methods in Education” (EDU 204) to undergraduate students and the courses “School Effectiveness and School improvement” (EDU 631), “Evaluation of teaching and personnel” (EDU 623), “Evaluation of schools’ performance” (EDU 695), “Qualitative Research in Education” (EDU 682), “Educational statistics with statistical packages applications” (EDU 683), “Advanced Research Methods” (EDU 788) and “Using basic and advanced multilevel modelling techniques in educational research” (EDU 780) to PhD and Masters level students.
- 2003-2008 **Assistant Professor in Educational Research and Evaluation at University of Cyprus:** I was responsible for teaching the courses to undergraduate and graduate students mentioned above.
- 1999-2003 **Lecturer in Educational Research and Evaluation at University of Cyprus:** I was responsible for teaching the courses to undergraduate and graduate students mentioned above.
- 1998-1999 **Research Officer in Education at University of Warwick:** I was responsible to conduct the following research projects: a) Evaluation of NatWest Face 2 Face With Finance Programme, b) National support provision to information technology in schools, and c) Student teachers’ perceptions of teaching as a profession. I acted as consultant to research projects undertaken by the Institute of Education and contributed to the design of research projects. I was responsible for organising and teaching the course on “Methods in Educational Research” to Masters level students and the course “Advanced quantitative research methods” to PhD and EdD students. I was responsible for supervising PhD and Masters level students who were conducting research on educational evaluation.
- 1995-1998 **Associate fellow at University of Warwick:** While pursuing my own studies in co-operation with Professor R.J. Campbell, I assisted in teaching the course on “Methods in Educational Research” to Masters level students.



- 1994-1998 **Lecturer at Pedagogical Institute of Cyprus:** I was responsible for organising and teaching the following courses: “Assessment in Primary Schools”, “Educational Assessment”, “Research Methods in Education”, “School self-evaluation”, and “Teacher Effectiveness Research”.
- 1990-1994 **Doctoral Studies:** While pursuing my own studies, I performed a variety of tasks. I assisted in teaching the courses on “Methods in Educational Research” and “Assessment and In-School Evaluation” to Masters level students.
- 1988-1990 **Elementary school teacher**

## **TEACHING EXPERIENCE**

### **Courses Taught at the University of Cyprus**

#### *Undergraduate Courses*

1. EDU 304: Educational Assessment and Evaluation
2. EDU 204: Research Methods in Education

#### *Postgraduate courses*

1. EDU 631: School Effectiveness and School Improvement  
The course is offered to PhD and MA students in the “Educational Administration and Evaluation” and in the “Curriculum Development” programmes.
2. EDU 623: Observation and Evaluation of teaching and personnel  
The course is offered to PhD and MA students in “Educational Administration and Evaluation”.
3. EDU 695: Evaluation of schools’ performance  
The course is offered to PhD and MA students in “Educational Administration and Evaluation”.
4. EDU 780: Using basic and advanced multilevel modelling in educational research  
The course is offered to PhD students in “Educational Administration and Evaluation”.
5. EDU 788: Advanced Research Methods  
The course is offered to PhD students and is focused on the use of Structural Equation Modelling and Item Response Theory in educational research.
6. EDU 683: Educational statistics with statistical packages applications (SPSS)  
The course is offered to students at Masters level.
7. EDU 682: Qualitative Research in Education  
The course is offered to students at Master and doctoral level.

### **Research Supervision: Doctorate Thesis**

### *PhD recently been awarded*

1. Anastasia Panayiotou: “Factors promoting quality of education at classroom and school level: European Effectiveness Study in Mathematics and Science” (She has been awarded her PhD in January 2016).
2. Maria Georgiou: “Characteristics of Effective Educational Systems: An international study testing the dynamic model of educational effectiveness” (She has been awarded her PhD in January 2016).
3. John Bosco Azigwe: “The impact of quantity and quality of teaching on student achievement gains in Ghana” (He has been awarded his PhD in January 2016).
4. Margarita Christoforidou: “Teacher Professional Development in Classroom Assessment: Using the Dynamic Model of Educational Effectiveness to Improve Assessment Practice” (She has been awarded her PhD in June 2013).
5. Christiana Christoforou: “The contribution of the learning theories in the development of a model measuring effective teaching: Investigating the possibilities of expanding the dynamic model of educational effectiveness” (She has been awarded her PhD in June 2012).
6. Panayiotis Antoniou: “Developmental stages in teaching skills: Using the dynamic model of educational effectiveness to develop teacher professional development programs”. (He has been awarded his PhD in September 2010).
7. Antouaneta Skordi: “Factors associated with the functioning of the differential school leadership style and their impact on the effectiveness status of primary schools in Cyprus” (She has been awarded her PhD in December 2009).
8. Demetris Demetriou: “Drawing from educational effectiveness research and research on school improvement to develop school self-evaluation mechanisms” (He has been awarded his PhD in September 2009).
9. Supervision of twenty-three doctorate students (2002 - present). Thirteen of them have already completed successfully their PhD thesis and I am supervising the other ten to complete their thesis.
10. External evaluator of doctorate students in other Universities (2007-present) such as: University of Oxford, UK; University of Groningen, the Netherlands; University of Twente, the Netherlands; University of Warwick, UK; University of Leuven, Belgium; and University of Athens, Greece.
11. External evaluator of three doctorate students (2005-2007) of the Faculty of Social Sciences and Education, University of Cyprus.

### *Research Supervision: Master Thesis*

1. Anastasia Panayiotou: “Investigating the impact of quality of teaching upon motivation towards learning and learning outcomes: Extending the dynamic model of educational effectiveness” [in Greek](It was completed in June 2011).
2. Charis Konstantinides: “Tree-based IRT Approach. A contemporary technique of analysing data in cognitive and developmental assessment”. (It was completed in May 2008).
3. Joint supervision of more than twenty five master students (2002 - present). Twenty three of them

have already completed successfully their Master thesis.

### *Best graduate student paper prize*

Anastasia Panayiotou, one of my PhD Students has been awarded the **Best Graduate Student Paper Prize 2013** by the AERA School Effectiveness and School Improvement (SESI) SIG:

- Panayiotou, A., Kyriakides, L., Creemers, B.P.M., McMahon, L., Vanlaar, G., Pfeifer, M., Rekalidou, G. & Bren, M. (2013). Teacher Behavior and Student Outcomes: Results of a European Study. *Paper to be presented at the American Educational Research Association (AERA) 2013 Conference*. San Francisco, California, April 27- May 1, 2013.

### **Courses Taught at the University of Warwick**

#### **1. Methods in Educational Research**

This course is offered to masters' level students and is concerned with the use of various research methods.

Period taught: Academic year 1998-1999

#### **2. Advanced quantitative research methods**

This course is offered to EdD and PhD students and is mainly concerned with the use of multilevel modeling techniques in educational research.

Period taught: Academic year 1998-1999

#### **3. Research Supervision:** I was supervising two PhD and twelve MA students of the University of Warwick who conducted research in Educational Evaluation and managed to obtain their degrees.

### **Course Taught at the Department of Mathematics, University of Athens, Greece (2010 – today)**

#### **Quantitative Research Methods in Education**

This course is offered at the Master Students of the joint degree in Mathematics Education that is offered by the University of Athens and the University of Cyprus. I am also the main supervisor of three MA students who are conducting research in the field of assessment in mathematics.

### **Courses Taught at the Pedagogical Institute of Cyprus**

#### **1. Assessment in Primary Schools**

Optional INSET course offered to primary teachers.

Periods taught: Academic years 1994-1995, 1995-1996, 1996-1997, 1997-1998

#### **2. Educational Assessment**

Compulsory course offered to prospective secondary teachers.

Periods taught: Academic years 1995-1996, 1996-1997, 1997-1998

#### **3. Research Methods in Education**

Compulsory course offered to prospective secondary teachers.

Periods taught: Academic years 1996-1997, 1997-1998

#### **4. School self-evaluation**

Optional INSET course offered to both primary and secondary teachers.

Periods taught: Academic years 1996-1997, 1997-1998

#### **5. Research into Teacher Effectiveness**

Optional INSET course offered to both primary and secondary teachers.

Periods taught: Academic years 1996-1997, 1997-1998

### **INVITED LECTURES**

1. ECER 2017 Conference, Network: 09. Assessment, Evaluation, Testing and Measurement. Keynote presentation “The dynamic approach to school improvement: main features and impact on promoting quality and equity in education”, Copenhagen, 22 - 25 August
2. Invited speaker at the PISA 2016 Seminar at the Oxford University Center for Educational Assessment. Presentation “A synthesis of studies using PISA data - Implications for research, policy and practice”, Oxford, UK, 9 December 2016.
3. Invited speaker at the 2016 Education and Training Monitor event organised by the European Commission. Presentation “An independent view from an academic expert”, Nicosia, Cyprus, 8 November 2016
4. Invited speaker at the conference “Challenges in Educational Measurements – Contents, Methods and Consequences” organised by the Department of Education and Special Education, University of Gothenburg, Sweden. Presentation entitled “Exploring stability and change in school effectiveness: an approach to search for causality in education”, Groningen, 12th -13th October 2016.
5. Public Lecture “Promoting quality in education: a dynamic approach to school improvement”, University of Oxford, UK, 7 March 2016.
6. 16th Biennial Conference EARLI 2015 “Towards a Reflective Society: Synergies between Learning, Teaching and Research” keynote presentation “Improving Teaching Quality: A Dynamic Approach to Teacher Professional Development”, Cyprus University of Technology (CUT), Limassol, Cyprus 25-29 August, 2015.
7. International Conference “Improve the school” keynote presentation “A dynamic approach to school improvement: Main features and impact on student learning outcomes”, Naples, Italy, 14-15 May, 2015.
8. JURE 2014 conference “Learning and Instruction Inside Out - Contributions of Junior Researchers” keynote presentation “Improving teaching quality: an evidence-based and theory-driven approach to teacher professional development”, University of Cyprus, Nicosia, Cyprus, June 30-July 4 2014.

9. EARLI SIG invited symposium “Quality of teaching: Different theoretical orientations and empirical evidence” at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning" (chair and presenter), Munich, Germany, 27-31 August 2013.
10. International Conference of the European Commission on Promoting Quality and Equity in Education, “Using an evidence-based and theory-driven approach to promote quality and equity in education”, Belgrade, February 7-10, 2013
11. “Promoting quality of teaching: a dynamic approach to teacher professional development”, International Conference of the European Commission “Improving skills: Evidence from secondary analysis of international surveys”, Limassol, Cyprus, 15-16 November 2012.
12. “Improving Teaching Quality: Promoting a Dynamic Approach to Teacher Professional Development” INVALSI/UMD “Improving Education through Accountability and Evaluation” Conference, Rome, Italy, 3-5 October 2012.
13. “Teacher training for improving quality of teaching: The dynamic integrated approach to teacher professional development”, Keynote lecture on a two-day training event for the improvement of educational practice in multicultural schools, University of Athens, June 23, 2012.[in Greek].
14. “Combining educational effectiveness research with research on teacher professional development: a dynamic integrated approach to teacher professional development”, Keynote lecture at the International Conference on Research on School Improvement (Hugurinnraedurhálfsgrá: framþróunogfagmennska) Iceland, 28 April 2012.
15. “Using educational effectiveness research to develop teacher evaluation mechanisms”, Invited Speaker at a seminar offered to School Advisors and Inspectors in Iceland organised by the Research Centre on School Improvement, University of Akureyri, Iceland, 27 April 2012.
16. “From establishing a dynamic model of educational effectiveness to promoting a dynamic approach to school improvement”, Invited Speaker to the Research Seminars organized by the Faculty of Education, University of Akureyri, Iceland, 27 April 2012.
17. «Using the knowledge-base of educational effectiveness research to develop school improvement projects: The Dynamic Approach to School Improvement” Workshop on Approaches to improve school effectiveness, Aristotle University of Thessaloniki, Thessaloniki, April 6, 2012 [in Greek].
18. “The impact of quality of teaching on student outcomes: implications for policy and practice on teacher professional development” Invited Speaker at the IVALUA Conference, Barcelona, Spain October 2011.
19. “Theoretical and Methodological Advances in Educational Effectiveness Research”, University of Gothenburg, Sweden, June 2011.
20. “Using the Rasch model to identify stages of effective teaching” University of Oxford, UK, March 2011.
21. State of the Art session on Teacher Effectiveness Research and Teacher Improvement, ICSEI 2011, International Conference, Nicosia, Cyprus, January 2011.
22. “Dynamic Perspectives on Promoting Quality in Education: Using the dynamic model to develop strategies and actions for improving the quality of education” University of Ljubljana, Slovenia, October 2010.

23. "Advances in School Effectiveness Theory" ESRC Sponsored Seminar, University of Glasgow, UK, June 2010.
24. "Establishing links between Educational Effectiveness Research and School Improvement: The contribution of the dynamic model", School of Psycho education, University of Montréal, Montréal, Québec, Canada, October 2009.
25. "The training and nurturing/supporting of the new educational researchers who can do high quality, rigorous work", Annual Meeting of the IAE (International Academy of Education) Conference, September, 2008.
26. "Using the dynamic model of educational effectiveness to establish school self evaluation mechanisms" Pedagogical Institute of Greece, Volos, Greece, June 2008
27. "Testing the validity of the dynamic model of educational effectiveness", Faculty of Behavioural and Social Sciences, University of Groningen, the Netherlands, September 2007.
28. "Investigating the generalisability of models of educational effectiveness: a study on teacher and school effectiveness in mathematics and language at pre-primary education", Invited Symposium of SIG on Educational Effectiveness at the EARLI 2007 Conference, Budapest, August 2007.
29. "Using educational effectiveness research to develop teacher and school evaluation systems", OELMEK, Nicosia, May 2007.
30. "Statistics and Society: Using multilevel modelling techniques in educational research", 20<sup>th</sup>Panhellenic Statistics Conference, University of Cyprus, Nicosia, April 2007.
31. "Value assumptions and procedural dilemmas of school self-evaluation", ICO: Utrecht University, the Netherlands, October 2006.
32. "Establishing school self evaluation mechanisms to improve policy and practice", Pedagogical Institute of Cyprus, International Conference on School Evaluation, Nicosia, May, 2005.
33. Using Comparative Studies to Develop the theoretical framework of Educational Effectiveness Research, Keynote Lecture at the MORE Invited Symposium, ICSEI 2005 conference, Barcelona, January 2005
34. "Generating National Standards in Cyprus to achieve the formative purposes of assessment", University of Cyprus, Nicosia, December 2004.
35. "Differentiated teacher effectiveness in relation to children's personality and thinking style", GION Conference on Educational Effectiveness Research, October 2004.
36. "Assessing Teacher Effectiveness", CEDAR: University of Warwick, U.K., October 2003.
37. "Establishing school-self evaluation mechanisms to improve school effectiveness: Findings of ten case studies conducted in Cyprus", Twelfth National Conference of the Association of Cypriot Primary Headteachers, Nicosia, May 2002.
38. "Integrating Formative and Summative Functions of National Assessment", Second National Conference of the Association of Cypriot Secondary Headteachers, Larnaca, November 2001.
39. "Teachers' and parents' perceptions of teacher evaluation in Cyprus", Fifth Conference of Cyprus Educational Association, Nicosia, November 2001.

40. “Integrating quantitative and qualitative research methods in education”, First Pancyprian Conference of Educational Research, Pedagogical Review of Cyprus & Department of Education, University of Cyprus, Nicosia, March 2000.
41. “Measuring the effectiveness of school centres in Cyprus”, Eleventh Panhellenic Conference of the National Associations of Primary Teachers (POED - DOE), Larnaca, April 1997.
42. “Parents’, pupils’, and teachers’ perceptions of school discipline”, Sixth national Conference of the Association of Cypriot Primary Headteachers, May 1996.
43. Eighth National Conference of the Association of Cypriot Primary Headteachers Nicosia, May 1998.
44. “Integrating the formative and the summative function of assessment: the university entrance exams in Cyprus” National Conference of Parents Association of Secondary Schools of Cyprus, Nicosia, April 1996.

### **EDITORIAL BOARD / REVIEWER**

- 2018 – present Member of the Editorial Board of of the Springer journal “Educational Assessment, Evaluation and Accountability”
- 2014 – present Member of the Editorial Board of “Journal of Global Research in Education and Social Science”
- 2013 – present Member of the Editorial Board of “International Journal of Education and Information Technologies”.
- 2013 – present Member of the Editorial Board of “British Journal of Education, Society & Behavioural Science”.
- 2013 – present Member of the Editorial Board of “Modern Social Science Journal”.
- 2013 – present Member of the Editorial Board of “Journal of Social Sciences”
- 2013-present Member of the International Scientific Committee of the Latin-American Journal on Quality, Effectiveness and Change in Education (REICE – Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación).
- 2005 – present Book Review Editor of the “School Effectiveness and School Improvement” journal.
- 2004 – present Member of the Editorial Board of “School Effectiveness and School Improvement” journal.
- 2008 – present Member of the Editorial Board of “Effective Education” journal.
- 2010 – present Member of the Editorial Board of “Studies in Educational Evaluation” journal
- 2010 – present Member of the Editorial Board of “Educational and Psychological Measurement” journal
- 2009 – present Member of the Editorial Board of “Education Research International” journal.

- 2012 – present Member of the Editorial Board of “Social Sciences” journal.
- 2009 – present Acted as Reviewer of papers submitted to “Oxford Review of Education” journal
- 2009 – present Acted as Reviewer of papers submitted to “Scandinavian Journal of Educational Research”
- 2006 – present Acted as Reviewer of papers submitted to the “American Educational Research Journal”.
- 2007 – present Acted as Reviewer of papers submitted to the “Educational Research Review” Journal.
- 2005 – present Acted as Reviewer of papers submitted to the “Learning Environments Research” journal.
- 2005 – present Acted as Reviewer of papers submitted to the “Teaching and Teacher Education” journal.
- 2005 – present Acted as Reviewer of papers submitted to the “British Educational Research Journal”.
- 2002 – present Acted as Reviewer of papers submitted to the “Structural Equation Modeling” journal.
- 2002 - present Acted as Reviewer of papers submitted to “School Effectiveness and School Improvement” journal.
- 2003 – present Acted as Reviewer of papers submitted to the “Educational Research and Evaluation” journal.
- 2004 – present Acted as Reviewer of papers submitted to the “Journal of Research in Mathematics Education”.
- 2002 – present Reviewer of papers and symposia submitted for presentation at the annual conferences of the Special Interest Group (SIG) of American Educational Research Association (AERA) on Teacher/School Effectiveness.
- 2001 – present Reviewer of papers and symposia submitted for presentation at the annual conferences of the Rasch SIG of AERA.
- 1997 – 2005 Reviewer of research papers submitted for presentation at the International Conferences of PME.

### **CONSULTANCY WORK**

- 2017-present Evaluator of a funding programme for strategic basic research (SBO) aiming to support innovative science projects that, when successful, provide an outlook for future economic or societal applications, at the Research Foundation - Flanders (FWO) and the Flemish Agency for Innovation and Entrepreneurship in Belgium.
- 2016-present Member of the Advisory Board of the Center for Applied Neuroscience (CAN), University of Cyprus, Cyprus.
- 2011 – present Member of the PISA 2015 QEG expert group that is responsible for developing the theoretical framework and the questionnaires of PISA 2015 study.



- 2010 – present Evaluator for funding of research projects submitted in “Irakleitos” programme, Athens, Greece.
- 2009 – present Member of the governing board of the Cyprus State Scholarship Foundation
- 2009 – 2012 Member of the committee for “Higher Education in Cyprus” of the Ministry of Education and Culture, Cyprus.
- 2008 – present Member of the Scientific Committee of the Cyprus Pedagogical Institute and the Centre of Educational Research and Evaluation, Ministry of Education and Culture, Cyprus.
- 2008 – present President of the Examinations Service, Ministry of Education and Culture, Cyprus.
- 2006 – present Member of the Council of Educational Evaluation-Accreditation (CEEAA/SEKAP), Ministry of Education and Culture, Cyprus.
- 2006 – present Evaluator for funding of research projects, Research Council of the University of Leuven, Belgium.
- 2006 – present Chair of the Research Committee of the Ministry of Education for establishing national tests measuring literacy and numeracy skills at the end of compulsory education (i.e., Gymnasium).
- 2006 – present Chair of the Research Committee of the Ministry of Education for establishing national tests identifying early students at risk in literacy and numeracy.
- 2006 – present Evaluator for funding of research programs at the University of Antwerp, Belgium.
- 2004 – 2006 Evaluator for funding university programs, Greece.
- 2002 – present Evaluator of Action Research Projects submitted for Grant to the Cyprus Research Foundation, Nicosia.
- 2002 – 2004 Consultant of Working Groups on setting national standards, Ministry of Education and Culture, Cyprus.
- 2002 – 2004 Coordinator of the research committee on setting a national assessment system for measuring achieved standards, Ministry of Education and Culture, Cyprus.
- 2000 – present Consultant of the Cyprus Research Foundation for supporting primary and secondary schools to be involved on Action Research Projects.

### **OTHER PROFESSIONAL ACTIVITIES**

- 2016 – present Chair of the Department of Education of the University of Cyprus, Cyprus.
- 2012 – present Academic Board Member, Faculty of Humanities and Social Sciences, Educational Studies, Open University of Cyprus.
- 2012 – present Academic Member of the postgraduate programme “MA in Educational Leadership”, jointly offered by Open University of Cyprus (OUC), Cyprus and Saint Louis University (SLU), US.

- 2012 – present President, Cyprus Pedagogical Association.
- 2011– 2015 Chair of the Special Interest Group (SIG) Educational Effectiveness of the European Association for Research on Learning and Instruction (EARLI)
- 2009 – 2011 Member of the board of the International Congress of School Effectiveness and Improvement (ICSEI)
- 2009 – 2011 Chair of the Special Interest Group (SIG) School Effectiveness and School Improvement of AERA
- 2008 – 2009 Programme Chair of the Special Interest Group (SIG) School Effectiveness and School Improvement of AERA for the AERA 2009 conference in San Diego
- 2005 – present Convenor of the Methodology of Research on Effectiveness (MORE) network
- 2002 – present In-service training of headteachers of Lyceum and Inspectors of Secondary Education on external and internal school evaluation models.
- 2000 – present In-service training of all the newly appointed headteachers of primary schools on Using Educational Effectiveness Research to Improve School Effectiveness.
- 2000 – present In-service training of all the newly appointed headteachers of secondary schools on School Self Evaluation.
- 2000 – present In-service training of all the newly appointed deputy heads of secondary schools on Educational Effectiveness Research and Instructional Leadership.
- 2000 – 2010 General Secretary, Cyprus Pedagogical Association.
- 1999 –2004 Member of the national committee on setting national standards, Ministry of Education and Culture, Cyprus.

### **MEMBERSHIP OF PROFESSIONAL ASSOCIATIONS**

International Congress for School Effectiveness and Improvement (ICSEI) (Board Member: 2009-2011)

International Association of Educational Assessment (IAEA)

Association of Educational Assessment – Europe (AEA-E)

U.K. Evaluation Society

National Council of Measurement in Education (NCME)

American Educational Research Association (AERA):

School effectiveness and school Improvement Special Interest Group (SIG) (Chair: 2009 - 2011)

Rasch Measurement SIG (Member)

British Educational Research Association (BERA)

European Association for Research on Learning and Instruction. (EARLI)  
Educational Effectiveness Special Interest Group (SIG) (Chair: 2011 - 2015)

Cyprus Pedagogical Society (2010 – today: President, 2008-2010: General Secretary)

Pedagogical Society of Greece

### **ADMINISTRATIVE SERVICE**

#### **Senate Committees and Ad hoc committees and other committees appointed by the Senate House of the University of Cyprus**

- 2011-present Member of the ad hoc senate committee for establishing the secondary school of the University of Cyprus, Cyprus
- 2010-present Deputy Director of the Centre for Teaching and Learning, University of Cyprus, Cyprus.
- 2009-present Member of the Research senate committee of the University of Cyprus, Cyprus
- 2006 – 2011 Member of Mesogios Committee of the University of Cyprus, Cyprus
- 2005 – 2011 Representative of the Department of Education at the board of the Faculty of Social Sciences and Education, University of Cyprus
- 2005-2009 Member of the “Library” senate committee of the University of Cyprus, Cyprus
- 2004 – 2011 Representative of the Faculty of Social Sciences and Education at the Board of the Centre for Teaching and Learning of the University of Cyprus
- 2003-2005 Member of the “Planning and Development” senate committee of the University of Cyprus, Cyprus
- 2003-2005 Member of ad hoc committee investigating the attitudes of Cypriot citizens about the intention of the University of Cyprus to conduct a fund raising campaign.
- 2001-2002 Coordinator of ad hoc committee investigating the perceptions of Cypriot citizens about the contribution of the University of Cyprus to the Cyprus Society. This committee was established by the Senate House under a programme focused on the Total Quality Management of the University of Cyprus. I acted as a research coordinator and the results of our study were reported to the Senate House as well as to the Cyprus press.
- 2000 - 2002 Member of ad hoc committee investigating the comparability of students’ grades in courses offered by the various departments of the University of Cyprus. A report was submitted to the Senate House.

#### **Departmental Committees**

- 2008-present Chair, Information Systems Committee, Department of Education, University of Cyprus.

- 2007-present Chair, Library Committee, Department of Education, University of Cyprus.
- 2002-2007 Vice-President, Program Scheduling Committee, Department of Education, University of Cyprus.
- 2002-2005 Member, Curriculum Revision ad hoc committee, Department of Education, University of Cyprus.
- 1999-2008 Member, Information Systems Committee, Department of Education, University of Cyprus.
- 1999-2005 Member, Field and Student Teaching Committee, Department of Education, University of Cyprus.

### **Conference Organisation, Conference Chairing and Scientific Committees (2008 – 2012)**

- 2013 Organization of the workshop “Multilevel Models: The Next Generation” at the 3rd EERA-EARLI Spring School on Advanced Methods in Educational Research, Technical University of Dortmund, Dortmund, Germany, February 18-22, 2013.
- 2012 Member of the Scientific Committee of the EARLI SIG on Educational Effectiveness Conference “From Theory to Theory. Empirical Analyses in Relation to Theoretical Models of Educational Effectiveness”, University of Zurich, August 2012.
- 2012 Member of the Scientific Committee of the INVALSI /UMD “Improving Education through Accountability and Evaluation” Conference, Rome, Italy, October 2012.
- 2012 Member of the Scientific Committee of the International Conference on Research on School Improvement Iceland, April 2012.
- 2012 Member of the “State of the Art” session about “The Future of Educational Effectiveness and Improvement Research (EEIR)” organised in the International Conference for School Effectiveness and Improvement (ICSEI) 2012, Malmo, Sweden.
- 2011 Organization of a workshop to a group of European PhD students (n=20) on Theoretical and Methodological Advances in Educational Effectiveness Research. University of Gothenburg, Sweden, March 2011 -December 2011.
- 2011 Chair of the International Conference for School Effectiveness and Improvement (ICSEI) 2011 “Linking Research, Policy and Practice to Promote Quality in Education”, Limassol, Cyprus.
- 2011 Chair of the Pre-Conference “Methodological Advances in Educational Effectiveness Research” organised by the MORE Network, in the International Conference for School Effectiveness and Improvement (ICSEI) 2011 “Linking Research, Policy and Practice to Promote Quality in Education”, Limassol, Cyprus.
- 2011 Chair of the Conference “Designing evidence-based strategies and actions to face bullying by considering socio-ethnic diversities in school populations and evaluating their effects” of the European Commission’s Daphne III Programme, Nicosia, Cyprus, January, 2011.

- 2010 Member of the Scientific Committee of ICIRE 2010 Conference “Interpersonal Relationships in Education” Boulder, Colorado, USA.
- 2009 Member of the Scientific Committee of the EARLI SIG on Educational Effectiveness Conference “Educational Effectiveness: Models, Methods and Applications”, Leuven.
- 2008 - 2013 Chairing of various symposiums and sessions in several international conferences such as AERA, ICSEI, CCEAM, IAEA, and EARLI SIG on Educational Effectiveness

## **OTHER QUALIFICATIONS**

### **Languages**

Greek: Mother tongue

English: Very Good

French: Good

### **Computer skills**

I have used various types of computers and I am able to use both IBM and Apple Macintosh. I can use statistical packages (e.g. SPSS, EQS, LISREL, Mplus, MLwiN, Quest, MULTILOG, BILOG-MG, DIF/DBF package). I also have experience on using qualitative data analysis package (i.e., Concept System, Nudist, ATLAS.ti).

## REFERENCES

**Professor Bert P.M. Creemers**

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