**Jinok Kim**

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**summary**

With expertise in sampling, design and applications of modern statistical techniques, Jinok Kim’s research interests include evaluations of educational programs, policies and practices in field experimental settings, explorations of tracking student learning over time, and policy evaluations based on large-scale observational data. Jinok Kim’s dissertation work develops a multilevel modeling technique to explicitly model level-1 residual variance to detect differential response to treatment. The technique provides a statistical tool for signaling and identifying potential interactions between treatments and student characteristics that might have otherwise gone unnoticed. Her studies on states’ reclassification systems for English Language Learners (ELLs) include the application of two alternative methods -- propensity score matching and multilevel models with latent variable regression features --, in order to examine how differences in reclassification systems relate to differences in ELLs learning subsequent to their reclassification.

**education**

**University of California, Los Angeles 2005**

Doctor of Philosophy, *Advanced Quantitative Methods*

**Seoul National University 1988**

Bachelor of Arts, *Education, University Honors*

**research experience**

**National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles 2014 - Present**

Senior Researcher

Work with CRESST Co-Directors and other project directors to plan, develop and/or conduct research that advances statistical methodology in education and training at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), housed within UCLA's Graduate School of Education and Information Studies (GSE&IS).

**Independent Contractor**

 **2014**

Worked as a contractor for the National Center on Education and the Economy (NCEE) for the Common Core State Standards alignment study for English and mathematics examinations. Conducted analysis and synthesis of the data collected, including the identification of significant disparities in ratings, and contributed to the development of the final reports.

**American Institutes for Research (AIR) 2010 - 2013**

Senior Researcher

Led study designs and analytical tasks for multiple proposals. Played a critical role in AIR’s winning bid of a high-profile project addressing evaluation systems of teachers and administrative leaders. Developed analysis plans or led and/or conducted analysis for a variety of projects related to K-12 education, including a randomized controlled study on teacher and leader evaluation systems and a study validating predictors of middle-school retention and high school on-time graduation. Provided guidance to a number of projects on study designs (e.g., units of assignment, statistical power, approaches to data collections) and analytic issues associated with study design. Responded to ongoing needs of revising study designs and clarifying analytic details as studies develop, including strategies of randomization, statistical power, and development of further analytic plans.

**National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles 2006 - 2010**

Senior Researcher

Developed the proposal and helped secure funding from Institutes for Education Science (IES) Education policy, finance, and systems grant award, in a study titled "When to Exit ELL Students: Monitoring Subsequent Success and Failure in Mainstream Classrooms after ELL’s Reclassification." Developed a framework that employs statistical techniques that help assess the validity of ELL’s reclassification systems based on student subsequent learning growth. Managed day-to-day operations and data collection of the ELL project. Accomplished disseminating study findings through multiple technical reports, major conference presentations, and journal publication. This project was featured in a recent issue of the IES newsletter as part of research highlights (available at <http://ies.ed.gov/whatsnew/newsletters/jan13.asp?index=roundncer#EL> ). Completed analysis tasks in multiple projects, including multiple stages of an IES-funded project on improving assessment practices for ELLs and a project on studying relative effectiveness of alternative designs of instructional games.

**WestED**  **2005 - 2006**

Senior Research Associate

Conducted analysis tasks in a report on the Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes (LACIO). Developed a measure of implementation, a scale score that reflected the extent or level of reform implementation, based on LACIO survey data.

**National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles 2000 - 2004**

Graduate Student Researcher

Worked as a statistical consultant or a data analyst in research teams. Study topics range from opportunities to learn, instructional sensitivity of measurement, determinants of rifle marksmanship performance, and methods of measuring learning process from learners’ click stream data during a complex, online problem solving task. Completed analysis tasks, particularly applications of advanced analytical techniques, including growth modeling, exploratory/confirmatory factor analysis, and hierarchical linear models.

**teaching experience**

**University of California, Los Angeles Winter 2004**

Teaching Assistant, Advanced Quantitative Models: Multilevel analysis

**University of California, Los Angeles Fall 2003, Fall 2001**

Teaching Assistant, Research Design and Statistics

**service**

**Journal reviewer/referee**

American Educational Research Journal **2015 - Present**

AERA Open **2015 - Present**

Educational Measurement: Issues and Practice **2014 - Present**

Multivariate Behavioral Research **2014 - Present**

KEDI Journal of Educational Policy **2014 - Present**

Journal of Educational and Behavioral Statistics **2013 - Present**

Journal of Research on Educational Effectiveness **2011 - 2013**

Educational Assessment **2009 -Present**

**Conference Proposal reviewer/referee**

The Methods Section of the Society of Research on Educational Effectiveness Bi-Annual meetings **2011 - 2013**

**Advisory Board**

For an IES grant entitled “Exploring Longitudinal Outcomes and Trajectories of English language learners” (PI: Aída Walqui, WestED) **2014 – Present**

**honors and awards**

**University of California, Los Angeles 2005**

Lee Burstein Methodology Award for Excellence in Social Research Methodology

**University of California, Los Angeles 2004 - 2005**

Lee Memorial Fellowship

**University of California, Los Angeles***, Graduate School of Education* **1998 - 2004**

Department Fellowship

**Seoul National University 1998**

University Honors

**Seoul National University,** *Education* **1994 - 1998**

Department Fellowship

**publication: journal articles**

1. Kim, J., Herman, J., & Choi, K. (in preparation). Understanding patterns and precursors of English Language Leaners’ success subsequent to reclassification.

2. Wolf, M., Kim, J., & Kao, J. (2012). The effects of glossary and read-aloud accommodations on English Language Learners’ performance on a mathematics assessment*. Applied Measurement in Education, 25*(4) 347-374.

3. Kim, J., & Seltzer, M. (2011). Examining heterogeneity in residual variance to detect differential response to treatments. *Psychological Methods, 16*(2), 192–208. doi: 10.1037/a0022656

4. Kim, J., & Herman, J. (2009). A three-state study of English learner progress, *Educational Assessment, 14*(3), 212–231.

5. Heritage, M., Kim, J., Vendlinski, T. P., & Herman, J. (2009). From evidence to action: A seamless process in formative assessment? *Educational Measurement: Issues and Practice, 28*(3), 24–31.

6. Boscardin, C., Aguirre-Muñoz, Z., Stoker, G., Kim, J., Kim, M., & Lee, J. (2005). Relationship between opportunity to learn and student performance on English and Algebra assessments. *Educational Assessment, 10*(4), 147-172.

**publication: selected technical reports**

1. Kim, J., & Herman, J. (2012). *Understanding Patterns and Precursors of ELL Success Subsequent to Reclassification* (CSE Technical Report 818). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

2. Kim, J., & Chung, G. (2012). *Use of a survival analysis technique in understanding game performance in instructional games* (CSE Technical Report 812). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

3. Heppen, J., O’Cummings, M., Kim, J., & Sorensen, N. (2011). *Middle grades retention and high school dropout in the U.S. Virgin Islands: Technical assistance to the Virgin Islands department of education.* (REL-NEI meeting materials). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands.

4. Wayne, A., Bos, J., Brown, S., Kim, J., Lebow, M., Mueller, L., Pruce, C., & Song, M. (2011). *Feasibility and design of an evaluation of the impact of support for teacher hiring.* Washington, DC: U.S. Department of Education, Institute of Education Sciences.

5. Kim, J. (2011). *Relationships among and between ELL status, demographic characteristics, enrollment history, and school persistence* (CSE Technical Report 810). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

6. Kim, J., & Herman, J. (2010). *When to exit ELL students: Monitoring subsequent success and failure in mainstream classrooms after ELL’s reclassification* (CSE Technical Report 779). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

7. Griffin, N., Kim, J., So, Y., & Hsu, V. (2009). *Evaluation of the WebPlay Arts Education Program: Findings from the 2006–07 school year* (CSE Technical Report 759). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

8. Kim, J., & Herman, J. (2008). *Investigating ELL assessment and accommodation practices using state data.* In CSE (Ed.), Providing validity evidence to improve the assessment of English language learners (CSE Technical Report 739). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

9. Kim, J., & Seltzer, M. (2007). *Drawing sound inferences concerning the effects of treatment on dispersion in outcomes: Bringing to light individual differences in response to treatment* (CSE Technical Report 710). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

10. Hanson, T. L., & Kim, J. O. (2007). Measuring resilience and youth development: The psychometric properties of the Healthy Kids Survey. Issues & Answers. REL 2007-No. 34. *Regional Educational Laboratory West*. doi: 10.1177/0022427899036003003

11. Seltzer, M., Kim, J., & Frank, K. (2006). *Studying the sensitivity of inferences to possible unmeasured confounding variables in multisite evaluations* (CSE Technical Report 701). Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing.

12. Chung, G. K. W. K., Delacruz, G. C., de Vries, L. F., Kim, J-O., Bewley, W. L., de Souza e Silva, A. A., Sylvester, R. M., & Baker, E. L. (2004). *Determinants of rifle marksmanship performance: Predicting shooting performance with advanced distributed learning assessments* (Deliverable to Office of Naval Research). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

13. Chung, G. K. W. K., Kim, J-O., de Vries, L. F., & Phan, C. H. (2003). *Modeling learners’ moment-to-moment learning processes from clickstream data with Bayesian networks.* Unpublished manuscript.

**selected presentations**

1. Kim, J., Seltzer, M., Cai, L., & Choi, K. (2016). *Estimating effects of reclassification of English Leaners using a propensity score approach.* Paper presented for the 2016 annual conference of the National Council on Measurement in Education.

2. Kim, J. (2014). *An introduction to causal effect estimation.* Invited workshop given at the 2014 annual conference of the International Conference on Education Research.

3. Kim, J., & Herman, J. (2012). *When to exit ELL students: Monitoring subsequent success and failure in mainstream classrooms after ELL’s reclassification.* Paper presented at the 2012 annual conference of the National Council on Measurement in Education.

4. Kim, J., & Herman, J. (2010). *Correlates of subsequent success and failure in mainstream classrooms after ELL’s reclassification.* Poster presented at the 2010 annual conference of the Institute of Education Sciences.

5. Wolf, M., & Kim, J. (2010). *Examining the effects of read-aloud and glossary accommodations on ELL students’ performance in a mathematics assessment.* Paper presented at the 2010 annual meeting of the American Educational Research Association.

6. Kim, J., Choi, K., & Herman, J. (2010). *Growth modeling techniques incorporating latent variable regression and differential variance in growth parameters across groups.* Poster presented at the 2010 annual meeting of American Educational Research Association.

7. Crothers, C., Wolf, M., & Kim, J (2009). *Testing accommodations for English Language Learners: Effectiveness, Validity, Policy and Practice.* Paper presented at the 2009 annual meeting of the Council of Chief State School Officers.

8. Kim, J., & Seltzer, M. (2008). *Examining heterogeneity in residual variance to detect differential response to treatments in experimental and quasi-experimental settings.* Paper presented at the 2008 annual meeting of the American Educational Research Association.

9. Griffin, N. & Kim, J. (2008). *Evaluation of an arts-based instructional program for primary grades: preliminary findings and lessons learned from WebPlay.* Paper presented at the 2008 annual meeting of American Educational Research Association.

10. Tushnet, N.C., Flaherty, J., Kim, J., & Connolly, B. (2007). *Reform implementation and student achievement outcomes: Findings from the Longitudinal Assessment of Comprehensive School Reform implementation and outcomes.* Paper presented at the 2007 annual meeting of American Educational Research Association.

11. Seltzer, M., Kim, J., & Frank, K. (2006). *Studying the sensitivity of inferences to possible unmeasured confounding variables in multisite evaluations.* Paper presented at the 2006 annual meeting of the American Educational Research Association.

12. Kim, J., Chung, G., & Delacruz, G. (2004). *Examining the sensitivity of knowledge maps using repeated measures: A growth modeling approach.* Paper presented at the 2004 annual meeting of the American Educational Research Association.

13. Kim, J. & Seltzer, M. (2006). *Examining heterogeneity in residual variance in experimental and quasi-experimental settings.* Paper presented at the 2006 annual meeting of American Educational Research Association.

14. Seltzer, M., Kim, J., & Frank, K. (2006). *Studying the sensitivity of inferences to possible unmeasured confounding variables in multisite evaluations.* Paper presented at the 2006 annual meeting of American Educational Research Association.

15. Kim, J., Chung, G., & Delacruz, G. (2004). *Examining the sensitivity of knowledge maps using repeated measures: A growth modeling approach.* Paper presented at the 2004 annual meeting of the American Educational Research Association.