

Curriculum Vitae

Joseph M. Kush

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EDUCATION

Ph.D.	2021	University of Virginia Educational Psychology – Research, Statistics and Evaluation
B.S.	2016	Syracuse University Psychology – Minors in Applied Statistics, Philosophy

PROFESSIONAL POSITIONS

2022 - Present	Assistant Professor; Assistant Assessment Specialist James Madison University, Department of Graduate Psychology
2021 - 2022	Postdoctoral Fellow, Department of Mental Health, Johns Hopkins Bloomberg School of Public Health
2016 - 2021	Research and Teaching Assistant, University of Virginia School of Education and Human Development
2014 - 2015	Research Assistant, Syracuse University S.I. Newhouse School of Public Communications
2011 - 2016	Research Assistant, Syracuse University Department of Psychology

HONORS AND AWARDS

2021 - 2023	<i>Prevention Science</i> Early Career Reviewer Program
2020	University of Virginia Outstanding Graduate Teaching Assistant Award
2016 - 2021	University of Virginia Graduate Fellowship
2012 - 2016	Syracuse University Dean's List

SCHOLARLY ACTIVITY

Publications

Peer Reviewed

- Bottiani, J. H., **Kush, J. M.**, McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (In press, 2022). Are we moving the needle on racial disproportionality? Measurement challenges in evaluating school discipline reform. *American Educational Research Journal*.
- Kush, J. M.**, Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher mental health during the COVID-19 pandemic. *Educational Researcher*.
<https://doi.org/10.3102/0013189X221134281>
- Brown, J. T., Volk, F., & **Kush, J. M.** (In press, 2022). Racial and economic stratification on campus: The relationship between luxury residence halls, race, and academic outcomes. *Journal of College Student Development*.
- Kush, J. M.**, Pas, E. T., Musci, R. J., & Bradshaw, C. P. (2022). Covariate balance for observational effectiveness studies: A comparison of matching and weighting. *Journal of Research on Educational Effectiveness*, 1-24.
<http://dx.doi.org/10.1080/19345747.2022.2110545>
- Kush, J. M.**, Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (2022). Utilizing moderated nonlinear factor analysis models for integrative data analysis: A tutorial. *Structural Equation Modeling: A Multidisciplinary Journal*, 1-16.
<https://doi.org/10.1080/10705511.2022.2070753>
- Brown, J. T., **Kush, J. M.**, & Volk, F. A. (2022). Centering the marginalized: The impact of the pandemic on online student retention. *Journal of Student Financial Aid*, 51(1), 1-24.
<https://doi.org/10.55504/0884-9153.1777>
- Bradshaw, C. P., Debnam, K. J., **Kush, J. M.**, & Lindstrom-Johnson, S. (2022). Planning for crisis, but preparing for everyday: What predicts schools' preparedness to respond to a school safety crisis? *Frontiers in Communication: Organizational Psychology*, 7(765336). <https://doi.org/10.3389/fcomm.2022.765336>
- Bloomfield-Clagett, B., Greenstein, D. K., **Kush, J. M.**, Musci, R. J., Zarate, C. A., & Ballard, E. (2022). Predictors of suicidal ideation trajectories in the Sequenced Treatment Alternatives to Relieve Depression (STAR*D) study. *Journal of Psychiatric Research*, 148(2022), 9-13. <https://doi.org/10.1016/j.jpsychires.2022.01.027>
- Bradshaw, C. P., Pas, E. T., Musci, R. J., **Kush, J. M.**, & Ryoo, J. H. (2021). Can policy promote adoption or outcomes of evidence-based prevention programming?: A case illustration of Positive Behavioral Interventions and Supports. *Prevention Science*, 22(7), 986-1000. <https://link.springer.com/article/10.1007%2Fs11121-021-01257-0>
- Kush, J. M.**, Konold, T. R., & Bradshaw, C. P. (2021). The sampling ratio in multilevel structural equation models: Considerations to inform study design. *Educational and Psychological Measurement*, 82(3), 409-443.
<https://doi.org/10.1177/00131644211020112>

- Kush, J. M.**, Konold, T. K., & Bradshaw, C. P. (2021). Statistical power for randomized controlled trials with clusters of varying size. *The Journal of Experimental Education*, 90(3), 673-692. <https://doi.org/10.1080/00220973.2021.1873089>
- Larson, K. E., Pas, E. T., Bottiani, J. H., **Kush, J. M.**, & Bradshaw, C. P. (2020). A multidimensional and multilevel examination of student engagement and secondary school teachers' use of classroom management practices. *Journal of Positive Behavior Interventions*, 23(3), 149-162. <https://doi.org/10.1177/1098300720929352>
- Bradshaw, C. P., & **Kush, J. M.** (2019). Teacher observation of classroom adaptation-checklist: Measuring children's social, emotional, and behavioral functioning. *Children & Schools*, 42(1), 29-40. <https://doi.org/10.1093/cs/cdz022>
- Larson, K. E., Bottiani, J. H., Pas, E. T., **Kush, J. M.**, & Bradshaw, C. P. (2019). A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology*, 77, 152-167. <https://doi.org/10.1016/j.jsp.2019.09.003>
- Morin, H. K., Bradshaw, C. P., & **Kush, J. M.** (2018). Adjustment outcomes of victims of cyberbullying: The role of personal and contextual factors. *Journal of School Psychology*, 70, 74–88. <https://doi.org/10.1016/j.jsp.2018.07.002>

Manuscripts under review

- Musci, R. J., **Kush, J. M.**, Pas, E. T., & Bradshaw, C. P. (Under review, 2022). The use of mixture modeling with nested data: Considerations and recommendations for class enumeration.
- Henderson, L. J., Bottiani, J. H., **Kush, J. M.**, & Bradshaw, C. P. (Under review, 2022). The discipline gap in context: The role of school racial and ethnic diversity and within school positionality on out-of-school suspensions.
- Bradshaw, C. P., **Kush, J. M.**, Braun, S. S., & Barton, E. A. (Under review, 2022). The impact of the COVID-19 pivot to remote instruction on educators: Differences among teachers and administrators, elementary and secondary educators, and public and private school educators.
- Volk, F., **Kush, J. M.**, & Brown, J. T. (Under review, 2022). The anatomy of room change: Architecture, academic performance, and differences in race and socioeconomic status.
- Musci, R. J., **Kush, J. M.**, Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Goulter, N., McMahon, R., Eddy, J. M., Godwin, J. W., Conduct Problems Prevention Research Group, & Wilcox, H. C. (Under review, 2022). Psychosis symptom trajectories across childhood and adolescence in three longitudinal studies: An integrative data analysis with mixture modeling.

Manuscripts in progress

- Wilcox, H. C., **Kush, J. M.**, Susukida, R., Amin-Esmaeili, M., Masyn, K. E., Godwin, J. E., Goulter, N., McMahon, R. J., Eddy, J. M., Tolan, P. H., Ialongo, N., & Musci, R. J. (In progress, 2022). The effects of early prevention on suicidal behaviors: Integrative data analysis from randomized school-based prevention trials with longitudinal outcome data.

Preprints

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. <https://arxiv.org/abs/2109.01547>

Conference Presentations and Posters*Presentations*

Kush, J. M., Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (June, 2022). Extending moderated nonlinear factor analysis to mixture models. Society for Prevention Research, Seattle, WA.

Bradshaw, C. P., **Kush, J. M.**, Braun, S. S., & Barton, E. A. (February, 2022). Educator stress, coping, and well-being during the COVID-19 pandemic. National Association of School Psychologists, Boston, MA.

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (September, 2021). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. Society for Research on Educational Effectiveness, Arlington, VA.

Bradshaw, C. P., **Kush, J. M.**, Braun, S. S., & Barton, E. A. (June, 2021). Understanding the perceived impact of COVID-19 on teacher and administrator stress and the social-emotional functioning of their students. Society for Prevention Research, Virtual Meeting.

Kush, J. M., Konold, T. R., & Bradshaw, C. P. (April 2021). The role of sampling ratio in multilevel structural equation models. American Educational Research Association, Virtual Meeting.

Musci, R. J., & **Kush, J. M.** (May 2020). Class enumeration in latent class analysis with nested data. Society for Prevention Research, Washington, D.C.

Kush, J. M. (May 2019). Unbalanced cluster sizes and variation in sampling in cluster randomized controlled trials: What's the impact on power? Society for Prevention Research, San Francisco, CA.

Ryoo, J. H., Pas, E. T., **Kush, J. M.**, Musci, R., & Bradshaw, C. P. (May 2018). Efficiency of propensity score methods in longitudinal and multilevel data via monte carlo simulation. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., **Kush, J. M.**, Pas, E. T., Musci, R., & Bradshaw, C. P. (May 2018). Investigation of propensity score matching paradox in longitudinal data. Society for Prevention Research, Washington, D.C.

Bradshaw, C. P., Ryoo, J. H., Pas, E. T., **Kush, J. M.**, & Musci, R. (May 2018). Impacts of state-mandated pbis implementation on behavior and achievement outcomes. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., Bradshaw, C. P., & **Kush, J. M.** (July 2017). Propensity score analysis using superlearner for longitudinal data. Psychometric Society, Zürich, Switzerland.

Posters

Kush, J. M., Masyn, K. E., & Musci, R. J. (April, 2022). Utilizing moderated nonlinear factor analysis models for integrative data analysis. American Educational Research Association, San Diego, CA.

Kush, J. M. (June 2020). Statistical power for randomized trials with clusters of varying size. Modern Modeling Methods, Storrs, CT.

Kush, J. M., & Catherine, C. P. (March 2019). The TOCA-C: An efficient approach to measuring children's social, emotional, and behavioral functioning by teachers. Society for Research in Child Development, Baltimore, MD.

Ryoo, J. H., **Kush, J. M.**, Pas, E. T., Musci, R., & Bradshaw, C. P. (May 2018). Power analysis in multilevel data with variability in the level 1 units. Society for Prevention Research, Washington, DC.

TEACHING AND RESEARCH GRANT EXPERIENCE

Teaching Experience

1. Quasi-Experimental Research Designs and Propensity Score Analysis, Spring 2023
James Madison University, PSYC 803 (graduate-level instructor)
2. Intermediate Inferential Statistics, Fall 2023
James Madison University, PSYC 605 (graduate-level instructor)
3. Fundamentals of Health and Social Science Statistics, Fall 2019
University of Virginia, EDLF 2080 (undergraduate-level instructor)
4. Multilevel Modeling in Education Research, Fall 2018
University of Virginia, EDLF 8360 (graduate-level teaching assistant)
5. Quantitative Methods II: General Linear Models, Spring 2018
University of Virginia, EDLF 7420 (graduate-level teaching assistant)

Research Grant Experience

1. Evaluating Maryland State Policies to Improve School Climate

Funding	Institute of Education Sciences (IES)
ID	R305H150027
Role	Research Associate (PIs: Bradshaw, C. P., Alexander, A., & Pas, E. T.)
Period	07/2015 – 06/2020
Total	\$2,756,311

Topic Assessing the implementation fidelity and effectiveness of Positive Behavioral Interventions and Supports (PBIS), a school-wide intervention mandated throughout the state of Maryland.

2. Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination

Funding William T. Grant Foundation
 Role Research Associate (PIs: Bottiani, J. H., & Bradshaw, C. P.)
 Period 04/2018 – 03/2021
 Total \$150,403
 Topic To evaluate the effectiveness of a state-level policy to reduce discipline disparities for Black youth.

3. Examining the Association between Residence Hall Design, Student Socialization Processes, and Academic Outcomes

Funding Association of College and University Housing Officers - International (ACUHO-I)
 Role Co-Investigator (PI: Brown, J.)
 Period 07/2020 – 12/2021
 Total \$5,000
 Topic Investigating interactions among residence hall type, race, and hall-specific socialization processes related to first-year student outcomes in the form of student interactions and student learning.

4. Netting Prevention Intervention Butterfly Effects: An Integrative Data Analysis Investigating the Long-term and Cross-over Effects of Randomized, School-based Prevention Programs on Adult Mental Health

Funding National Institute of Mental Health (NIMH)
 ID R01MH122214
 Role Research Associate (PIs: Musci, R. J., & Wilcox, H. C.)
 Period 12/2019 – 11/2022
 Total \$514,525
 Topic To link and harmonize data from six randomized controlled trials with preventive interventions to understand long-term impacts on mental health outcomes through early adulthood, including suicidal behaviors, depression and anxiety symptoms and diagnoses, and psychosis symptoms.

5. Addressing Suicide Research Gaps: Understanding Mortality Outcomes in the Mid-Atlantic Region

Funding National Institute of Mental Health (NIMH)
 ID R56MH117560
 Role Statistical Analyst (PIs: Kharrazi, H. H. K., & Wilcox, H. C.)
 Period 09/2019 – 09/2020

Total \$492,000
 Topic Conducting data linkage and informatics approaches to utilize existing resources to improve suicide risk identification and prevention.

Statistical Software Training

Advanced: Mplus, R, Stata, HLM, and SPSS.

Learning: Stan, flexMIRT, and SAS

SERVICE

Ad-Hoc Reviewing Activities

Research & Practice in Assessment
The Journal of Experimental Education
Prevention Science
Global Mental Health
Education Sciences

Conference Reviewing Activities

American Educational Research Association, 2021-Present
 American Educational Research Association Division D Graduate Student Council In-Progress Research Gala, 2021
 Hunter Student Research Conference, 2021
 Curry Research Conference, 2018-2020

Profession Affiliations

American Educational Research Association (AERA, Division D)
 American Psychological Association (APA, Division 5)
 Society for Prevention Research (SPR)
 Society for Research on Educational Effectiveness (SREE)

Selected Media

“Teachers felt more COVID anxiety than healthcare workers, study finds” The 74.
 “Anxiety higher for teachers than healthcare, office workers during pandemic” K-12 Dive.
 “Pandemic anxiety was higher for teachers than for health-care workers” Education Week.
 “Teachers experiences more anxiety than healthcare workers during the pandemic” American Educational Research Association.