

## Curriculum Vitae

**Joseph M. Kush**

Center for Assessment and Research Studies ◦ James Madison University

1122 Lakeview Hall ◦ 298 Port Republic Road ◦ Harrisonburg, VA 22807

(540) 568-7103 ◦ [kushjm@jmu.edu](mailto:kushjm@jmu.edu)

<https://www.josephkush.com>

### EDUCATION

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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

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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

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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

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### Publications

#### Peer Reviewed

- Kush, J. M.**, Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (In press, 2022). Teacher mental health during the COVID-19 pandemic. *Educational Researcher*.
- 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*

- 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.
- Bottiani, J. H., **Kush, J. M.**, McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (Under review, 2022). Are we moving the needle on racial discipline disproportionality? Equity measurement challenges in a statewide scale-up of school discipline reform.
- 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.
- Musci, R. J., **Kush, J. M.**, Pas, E. T., & Bradshaw, C. P. (In progress, 2022). The use of mixture modeling with nested data: Considerations and recommendations for class enumeration.

*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**

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### **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 MLwiN

**SERVICE**

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**Ad-Hoc Reviewing Activities**

*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)