ZIJIA LI
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY
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PROFESSIONAL PREPARATION

University of Kentucky, Lexington, KY	Educational Psychology Program - Quantitative & Psychometric Methods	Ph.D., 2016
Shanghai Normal University, Shanghai, China	Educational Psychology Program – Psychometrics and Measurement	M.S., 2010
Shanxi University, Shanxi, China	Applied Psychology	B.S., 2007

CURRENT POSITION

Assistant Research Professor and Lead Psychometrician, National Institute for Early Education Research.
Rutgers, State University of New Jersey, Graduate School of Education.

OVERVIEW OF EXPERTISE

- In-depth understanding of the theories and applications of advanced measurement and quantitative methods, including classical test theory, item response theory, Rasch models, explanatory item response models, multilevel/mixed modeling, longitudinal data analysis, factor analysis, and structure equation modeling.
- Extensive experience in leading and conducting rigorous reliability and validity research studies for multiple subjects, including Peabody Picture Vocabulary Test III and IV, Kentucky's Early Learning Standards and Crosswalk, the Hawaii Early Learning Profile®, Child Observation Record, and Family Physicians In-Training Exam.
- In-depth understanding of early childhood education quality with a focus on the continuous improvement system, program design and evaluation, cultural diversity, English language learning, and data-driven policy development.
- Extensive quantitative research experience in large-scale, culturally diverse early education systems, including work with cities and states in the U.S.
- Sophisticated quantitative skills on administration, scoring, reporting, and interpretation of child and classroom assessments in early education; data simulation, large-scale data management, statistical modeling and analysis, and data reporting.
- Extensive collaborating experiences with multi-sector, multi-disciplinary partnerships in early education systems to address key early childhood education developmental and policy questions.
- Well skilled in communication and comprehension in English and Chinese.

National Institute for Early Education Research, Rutgers University, NJ (2017-Present).
Assistant Research Professor. Primary responsibilities include collaboration with colleagues to develop and conduct research and evaluation studies on Head Start, pre-K and other early childhood programs; input to responses policy makers and other requests for information on early childhood policy; dissemination of research findings through publications, products, and presentations to appropriate audiences; and lead on and collaboration with colleagues to complete data analysis tasks.

Human Development Institute, University of Kentucky, Lexington, KY (2013-2017).
Research Assistant. Primary responsibilities include statewide early childhood assessment data analyses, investigating and summarizing results for preschool student progress according to state standards, technical report preparation for funders, reviewing and conducting reliability and validity studies for early childhood assessment instruments (e.g., WSS, COR, GOLD®, HELP®, and AEPS) and the alignment of state standards with these assessment instruments, creating and managing surveys through Qualtrics, assisting with all phases of data processing for Kentucky Early Childhood Data System using SAS and Excel, and preparing proposals for potential funding opportunities.

Psychometric Department, American Board of Family Medicine, Lexington, KY (2014-2015).
Psychometric Intern. Primary responsibilities included the development and facilitation of validity studies including alignment and standard-setting for In-Training Examination (ITE). Activities included reviewing literatures in related areas; data preparation using Microsoft Access and R, conducting validity analyses through R; preparing manuscript and conference presentations; participating in the scoring of ITE, Maintenance of Certification for Family Physicians (MC-FP), and Sports Medicine; studying test equating between different forms of ITE and MC-FP; learning how to use and interpret Bayesian score predictors; attending the DIF panel, research meetings, and journal club.

P-20 Motivation and Learning Lab, University of Kentucky, Lexington, KY (2010-2012).
Research Assistant. Primary responsibilities included literature reviews; developing research plan, data collection within schools; data entry; data analyses using various statistical, measurement and research methods; preparing presentations and manuscripts for conferences and publications; and providing statistical and measurement consultation for other lab members.

SELECTED PUBLICATIONS AND WORKING PAPERS

Peer-Reviewed Journal Articles

Chen, J. J., **Li, Z**, Rodrigues, W. & Kaufman S. (Accepted) Thriving Beyond Resilience Despite Stress: A Psychometric Evaluation of the Teacher Stress Scale and the Teacher Thriving Scale. *Frontiers Psychology.*

Figueras-Daniel, A., & **Li, Z. (2021)** Evidence of support for dual language learners in a study of bilingual staffing patterns using the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA). *Early Childhood Research Quarterly*, 54, 271-285.

Li, L & **Li, Z** (2020) The Response and reflection of US public early childhood education in COVID period: A case study of IP school in New Brunswick of New Jersey. *Shanghai Research on Education,* 11, 60-67.

Li, L, **Li, Z**, Jieqiong Fan, Lixin Ren, Hao Liu. The Impact of Early Quality on Children Value-added Development, *Studies in Preschool Education*, 2021,4.

Li, Z., Gooden, C., & Toland, M. D. (2019). Reliability and Validity Evidence for the Hawaii Early Learning Profile, Birth-3 Years. *Journal of Early Intervention*, 41(1), 62-83.

O'Neill, T., **Li, Z.**, Peabody, M., Lybarger, M., Royal, K. & Puffer, J. (2015). The Predictive Validity of ABFM's In-Training Examination. *Family Medicine.*

Li, Z., & Gu, H., (2009). Investigation on Bus Drivers' Burnout. *Journal of Shandong Jiaotong University*, *4*, 10-15.

Li, Z. (2009). Multiple Intelligences Theory and Basic Education. *Journal of Taiyuan Urban Vocational College, 17*, 79-81.

Publications and Work in Progress

Li, Z & W.S. Barnett (Under review). Preschool participation trends from 2001 to 2019 and its policy implications. *Early Childhood Research Quarterly.*

Li, Z., Nores, M. & W.S. Barnett. (In preparation) Understanding our child measures in ECD. Measurement Invariance of the Peabody Vocabulary Test-III.

Li, Z & Li, L. (In preparation) COVID-19: Impacts on home learning environment in China.

Technical Reports

Ryan, S. & Li, Z., (2021). A Time Use Study of Site Support Personnel in New York City's UPK Program: Final Report to the Foundation for Child Development. New Brunswick, NJ: National Institute for Early Education.

Friedman-Krauss, A., Barnett, W. S. & **Li, Z.** (2021) How did the Covid-19 pandemic impact child care use among infants and toddlers in New Jersey? New Brunswick, NJ: National Institute for Early Education.

Barnett, W. S. & **Li, Z.** (2021) Who Cares for Infants and Toddlers? Change from 2012 to 2019 and its Implications? New Brunswick, NJ: National Institute for Early Education.

Frede, E., **Li, Z.**, & Woodbridge, M. (2020) *Selected Tips for Collecting, Reporting, and Using Data in Early Childhood Care and Education*. SRI International.

Nores, M., **Li, Z.**, Acevedo, M. (2020) Evaluation of the Philadelphia PreK program: Year 4 report. New Brunswick, NJ: National Institute for Early Education.

Li, Z. & Barnett, W. S. (2020) *Preschool Children's Preschool Participation, Home Learning Environments, and Cognitive Development: Change and Continuity from 1999 to 2016*. New Brunswick, NJ: National Institute for Early Education.

SELECTED SERVICE

International Journal of Child Care. Managing Editor. Since 2017;
Bridging Research and Practice. Advisory Committee. Since 2017.