

DAVID BLAZAR

Updated April 2019

Email: dblazar@umd.eduWebsite: <https://www.education.umd.edu/directory/david-blazar>2205 Benjamin Building
College Park, MD 20742**EMPLOYMENT**

*University of Maryland College Park*Affiliate Assistant Professor of Public Policy, *School of Public Policy* 2018 – presentAssistant Professor of Education Policy and Economics, *College of Education* 2017 – present*Harvard University*Lecturer in Education, *Graduate School of Education and Kennedy School of Government* 2016 – 2017*New York City Department of Education*English Language Arts Teacher, *High School for International Business and Finance* 2006 – 2009**EDUCATION**

Harvard Graduate School of Education

EdD in Quantitative Policy Analysis in Education (disciplinary focus in economics) 2016

EdM in Education Policy and Management 2011

Fordham University

MST in Curriculum and Instruction (enrolled through New York City Teaching Fellows) 2008

Harvard College

AB in History and Literature (Cum Laude) 2006

AWARDS AND RECOGNITION

Outstanding Reviewer for *Educational Researcher, American Educational Research Association* 2017Jean Flanigan Outstanding Dissertation Award, *Association for Education Finance and Policy* 2017Emerging Education Policy Scholar, *Thomas B. Fordham Institute* 2015Dissertation Fellowship, *Mathematica Policy Research* 2015Finalist for Spencer Dissertation Fellowship, *National Academy of Education* 2015Pforzheimer Fellowship for Public Service, *Harvard University* 2011

PUBLICATIONS

Peer-Reviewed Journal Articles

Blazar, D. (2018). Validating teacher effects on students' attitudes and behaviors: Evidence from random assignment of teachers to students. *Education Finance and Policy*, 13(3), 281-309.

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 8(4), 547-588.

**[Most-read](#) in *Review of Educational Research*, and second most-read in all AERA journals in 2018

Blazar, D., Gilbert, B., Herlihy, C., Gogolen, C. (2018). Exploring the potential for video-based classroom observations. *International Journal of Education in Mathematics, Science and Technology*, 6(2), 122-135.

Blazar, D. & Pollard, C. (2017). Does test preparation mean low-quality instruction? *Educational Researcher*, 46(8), 420-433.

Blazar, D., Braslow, D., Charalambous, C. Y., & Hill, H. C. (2017). Attending to general and mathematics-specific dimensions of teaching: Exploring factors across two observation instruments. *Educational Assessment*, 22(2), 71-94.

Blazar, D. & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146-170.

**[Most-read](#) in *Educational Evaluation and Policy Analysis* from 2017

Kraft, M. A., & Blazar, D. (2017). Improving teachers' practice across grades and subjects: Experimental evidence on individualized teacher coaching. *Educational Policy*, 31(7), 1033-1068.

Lynch, K., Chin, M., & Blazar, D. (2017). Relationship between observations of elementary teacher mathematics instruction and student achievement: Exploring variability across districts. *American Journal of Education*, 123(4), 615-646.

Blazar, D., Litke, E., & Barmore, J. (2016). What does it mean to be ranked a "high" or "low" value-added teacher? Observing differences in instructional quality across districts. *American Educational Research Journal*, 53(2), 324-359.

Blazar, D. (2015). Effective teaching in elementary mathematics: Identifying classroom practices that support student achievement. *Economics of Education Review*, 48, 16-29.

Blazar, D. (2015). Grade assignments and the teacher pipeline: A low-cost lever to improve student achievement? *Educational Researcher*, 44(4), 213-227.

- Blazar, D., & Kraft, M. A. (2015). Exploring mechanisms of effective teacher coaching: A tale of two cohorts from a randomized experiment. *Educational Evaluation and Policy Analysis*, 37(4), 542-566.
- Hill, H. C., Blazar, D., & Lynch, K. (2015). Resources for teaching: Examining personal and institutional predictors of high-quality instruction. *AERA Open*, 1(4), 1-23.
- Hill, H. C., Charalambous, C. Y., Blazar, D., McGinn, D., Beisiegel, M., Humez, A., Kraft, M., Litke, E., & Lynch, K. (2012). Validating arguments for observational instruments: Attending to multiple sources of variation. *Educational Assessment*, 17(2-3), 88-106.
- Blazar, D. (2011). Using theatre to engage cultural identity: Implications for students and teachers. *English Education*, 43(3), 294-304.
- Blazar, D. (2009). Self-discovery through character connections: Opening up to gayness in *Angels in America*. *English Journal*, 98(4), 77-84.

Work Under Review or In Progress

- Blazar, D. Persistence of teacher effects on students' academic and non-academic skill formation.
- Blazar, D., & Archer, C. Teaching to support students with diverse academic needs (invited revise and resubmit, *Educational Researcher*).
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., & Staiger, D. O, with Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K. L., & Kurlaender, M. Curriculum reform and the Common Core: Evaluating elementary math textbooks using student achievement data (under review).
- Blazar, D., & Kraft, M. A. Balancing rigor, replication, and continuous improvement in education research: A case for multiple-cohort, longitudinal experiments.
- Blazar, D., & Pollard, C. Challenges and tradeoffs of “good” teaching: How can teachers raise test scores while also engaging students in class?.
- Blazar, D., & Schueler, B. Why do school districts matter? An interdisciplinary perspective.
- Kane, T. J., Blazar, D., Gehlbach, H., Greenberg, M., Quinn, D., & Thal, D. Substituting teacher-collected video for formal classroom observations: An experimental evaluation (invited revise and resubmit, *Education Finance and Policy*).

Invited Articles and Commentaries

- Blazar, D. (Forthcoming). Teacher coaching to improve instruction at scale: Opportunities and challenges in a policy context. *Teachers College Record*.
- Kraft, M., & Blazar, D. (2018). Taking teacher coaching to scale: Can personalized training become standard practice? *Education Next*, 18(4).

Blazar, D. (2017). *Should noncognitive measures be used for teacher accountability?* Brookings Brown Center Chalkboard.

Blazar, D., & Kraft, M. A. (2016). *Social and emotional skills in school: Pivoting from accountability to development.* Albert Shanker Institute.

RESEARCH FUNDING

Funded

Principal Investigator. “Long-term effect of teachers on students’ academic and non-academic skill formation: Evidence from longitudinal education and workforce data in Maryland,” American Educational Research Association (\$35,000). 2019 – 2021

Co-Principal Investigator. “Maryland Longitudinal Data Systems Center: Research branch,” State of Maryland with Principal Investigator Tracy Sweet and Co-Principal Investigator Nolan Pope (\$259,572). 2018 – 2020

Principal Investigator. “Do coaches differ in their effectiveness? Opportunities and challenges for scaling up teacher coaching programs,” University of Maryland Support Program for Advancing Research and Collaboration (\$15,000). 2018

Co-Principal Investigator. “Never judge a book by its cover,” Bill and Melinda Gates Foundation and William and Flora Hewlett Foundation #2016-5038 with Principal Investigator Thomas Kane and Co-Principal investigator Morgan Polikoff (\$962,059 total; \$61,564 subcontract). 2016 – 2018

Principal Investigator. “Validating teacher effects on non-tested outcomes,” Smith Richardson Foundation #2015-1018 with faculty advisor Martin West (\$50,000). 2016 – 2018

Principal Investigator. “Teacher and teaching effects on students attitudes and behaviors,” Albert Shanker Institute (\$2,000) 2015

Co-Principal Investigator. “Evaluating the MATCH individualized teacher coaching program,” New Schools for New Orleans with Principal Investigator Matthew A. Kraft (\$150,000) 2011 – 2015

Under Review

Co-Principal Investigator. “High school determinants of STEM College and Career Outcomes,” National Science Foundation with Principal Investigator Jane Lincove and Co-Principal Investigators Kalena Cortes, Rachel Durham, and Angela Henneberger (Requested \$1,485,962 total; \$485,109 subcontract). Under Review (2020 – 2022)

Co-Principal Investigator. “Expanding the capacity of statewide STEM workforce development data: Building a research community around data quality, ethics, privacy, and use,” National Science Foundation with Principal Investigator Under Review (2019 – 2024)

Nancy Shapiro and Co-Principal Investigators Ross Goldstein, Angela Henneberger, and Jane Lincove (Requested \$18,670,350 total; \$6,366,601 subcontract).

Principal Investigator. “Disparities in investment in children and youth in the United States,” Spencer Foundation with Co-Principal Investigators Steven Klees, Jennifer Rice, and Marvin Titus (Requested \$901,179). Under Review (2019 – 2023)

Principal Investigator. “Teaching to support students with diverse academic needs,” National Institute of Health (Requested \$77,250). Under Review (2019 – 2020)

Consulting

“Blending relevance, rigor, and responsiveness: Studying strategies for supporting beginning teachers,” TNTP (\$75,000). 2018 – 2020

“Best foot forward project: Can video technology improve teacher evaluations?” Center for Education Policy Research, Harvard University (\$40,000). 2017 – 2018

CONFERENCE PRESENTATIONS

American Education Research Association (2013 – 2015), *Association for Education Finance and Policy* (2013 – 2019), *Association for Public Policy Analysis and Management* (2013 – 2018), *Hawaii International Conference on Education* (2015), *Society for Research on Educational Effectiveness* (2015, 2017 – 2019)

INVITED TALKS

Brazilian Econometric Society (2017), *Educational Testing Service* (2017), *Fordham University Graduate School of Education* (2017), *Georgetown University Program on Educational Transformation* (2017), *Maryland Longitudinal Data System Center* (2017), *Mathematica Policy Research* (2016), *University of California, Santa Barbara Gevirtz Graduate School of Education* (2019), *University of Delaware School of Education* (2016), *University of Oregon College of Education* (2017), *University of Southern California Rossier School of Education* (2016), *University of Virginia Frank Batten School of Leadership and Public Policy* (2016)

MEDIA MENTIONS

The Atlantic, *Chalkbeat*, *Education Week*, *Hechinger Report*, *National Council on Teacher Quality*, *NEA Today*, *the74*, *U.S. News & World Report*

TEACHING

University of Maryland College Park

Using Stata to Clean and Analyze “Big Data” in Education	2018 – present
Impact Evaluation for Education and Public Policy	2018 – present
Economics of Education	2017 – present

