

DAVID BLAZAR

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College Park, MD 20742**EMPLOYMENT**

University of Maryland College Park

Faculty Director, <i>Maryland Equity Project</i>	2019 – present
Faculty Affiliate, <i>Maryland Population Research Center</i>	2019 – present
Affiliate Assistant Professor of Public Policy, <i>School of Public Policy</i>	2018 – present
Assistant Professor of Education Policy and Economics, <i>College of Education</i>	2017 – present

Harvard University

Lecturer, <i>Graduate School of Education and Kennedy School of Government</i>	2016 – 2017
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New York City Department of Education

English Language Arts Teacher, <i>High School for International Business and Finance</i>	2006 – 2009
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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
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Harvard College

AB in History and Literature (Cum Laude)	2006
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AWARDS AND RECOGNITION

Outstanding Reviewer for <i>Educational Researcher</i> , <i>American Educational Research Association</i>	2017
Jean Flanigan Outstanding Dissertation Award, <i>Association for Education Finance and Policy</i>	2017
Emerging Education Policy Scholar, <i>Thomas B. Fordham Institute</i>	2015
Dissertation Fellowship, <i>Mathematica Policy Research</i>	2015

PUBLICATIONS

Peer-Reviewed Journal Articles

Blazar, D, & Archer, C. (Forthcoming). Teaching to support students with diverse academic needs. *Educational Researcher*.

- Kane, T. J., Blazar, D., Gehlbach, H., Greenberg, M., Quinn, D., & Thal, D. (Online 2019). Substituting teacher-collected video for formal classroom observations: An experimental evaluation. *Education Finance and Policy*.
- Blazar, D., & Kraft, M. A. (2019). Balancing rigor, replication, and relevance: A case for multiple-cohort, longitudinal experiments. *AERA Open*, 5(3), 1-18.
- 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. Academic and social skill development over time: The role of teachers, their skills, and their demographic characteristics.
- 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 (invited revise and resubmit, *Journal of Policy Analysis and Management*).
- 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.

Invited Articles and Commentaries

- Blazar, D. (Forthcoming). Teacher coaching to improve instruction at scale: Opportunities and challenges in a policy context. Special Issue Commentary. *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

Externally Funded

Principal Investigator. “Disparities in investment in children and youth in the United States,” Spencer Foundation with Co-Principal Investigators Michel Boudreaux, Claudia Galindo, Steven Klees, Jennifer Rice, and Marvin Titus (\$999,024). 2019 – 2024

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

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

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

Internally Funded

Principal Investigator. “Research development grant: Expanding the capacity of statewide STEM workforce development data: Building a research community around data quality, governance, and privacy,” University of Maryland, Office of the Vice President for Research (\$38,598). 2019

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

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), *Center for Mathematics Education at University of Maryland* (2019), *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

Research Apprenticeship in the Maryland Longitudinal Data System Center	2019 – present
Education Policy Research, Writing, and Presentation Seminar	2019 – present
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

Harvard University

Program Evaluation	2017
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UNIVERSITY AND PROFESSIONAL SERVICE

Editorial Board

<i>AERA Open</i>	2019 – present
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Ad-Hoc Journal Reviewer

AERA Open, *American Educational Research Journal*, *Economics of Education Review*, *Educational Assessment*, *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Educational Researcher*, *Journal of Applied Developmental Psychology*, *Journal of Human Resources*, *Journal of Research on Educational Effectiveness*, *Review of Educational and Behavioral Statistics*, *Teaching and Teacher Education*

Doctoral Student Advising, University of Maryland

Casey Archer (PhD advisor; Education Policy; current)
 Francisco Lagos (PhD advisor; Education Policy; current)
 Renata Lyons (PhD advisor; Education Policy; current)
 Marissa Sariol-Clough (PhD advisor; Education Policy; current)
 Jiehui Zhao (PhD advisor; Education Policy; current)
 Jennifer Himmel (PhD committee; Language, Literacy, and Social Inquiry; current)
 Erin Janulis (PhD committee co-chair; Education Policy; current)
 Alyson Burnett (PhD committee; Measurement, Statistics, and Evaluation; graduated 2019)

Committees, University of Maryland

Faculty Search Committee: Education Policy	2019 – 2020
Faculty Search Committee: Minority and Urban Education	2019 – 2020
Faculty Search Committee: Teacher Education	2019 – 2020
Support Program for Advancing Research and Collaboration Review	2018 – 2019