DAVID BLAZAR
CURRICULUM VITAE

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PERSONAL INFORMATION

Contact Information

Email:	dblazar@umd.edu
Website:	https://education.umd.edu/directory/david-blazar
Address:	2205 Benjamin Building, College Park, MD 20742

Educational Background

EdD, Quantitative Policy Analysis in Education, *Harvard Graduate School of Education*	2016
EdM, Education Policy and Management, *Harvard Graduate School of Education*	2011
MST, Curriculum and Instruction, *Fordham Graduate School of Education*	2008
AB, History and Literature (Cum Laude), *Harvard College*	2006

Current Academic Appointments

Associate Professor, Teaching and Learning, Policy and Leadership, *University of Maryland College Park (UMD)*	2022 – present
Assistant Professor, Teaching and Learning, Policy and Leadership, *UMD*	2017 – 2022
Faculty Director, Maryland Equity Project, *UMD*	2019 – present
Affiliate, School of Public Policy, *UMD*	2018 – present
Research Branch Principal Investigator, Maryland Longitudinal Data System	2017 – present

Past Employment

Postdoctoral Fellow/Lecturer, *Harvard Graduate School of Education*	2016 – 2017
Research Assistant, Community College Research Center, *Columbia University*	2009 – 2010
Teacher, George Washington High School, *New York City Department of Education*	2006 – 2009

Professional Certifications, Licenses, and Memberships

Member, American Educational Research Association
Member, Association for Education Finance and Policy
Member, Association for Public Policy Analysis and Management
Member, Society for Research on Educational Effectiveness

RESEARCH, SCHOLARLY, CREATIVE, AND/OR PROFESSIONAL ACTIVITIES
* = graduate student or postdoctoral fellow at the time of collaboration

Research Fellowships, Prizes and Awards

4.	Excellence in Scholarship, Pre-Tenure Faculty, College of Education, *UMD*	2021
3.	Jean Flanigan Dissertation Award, *Association for Education Finance and Policy*	2017
2.	Emerging Education Policy Scholar, *Thomas B. Fordham Institute*	2015
1.	Dissertation Fellowship, *Mathematica Policy Research*	2015

Publications

Refereed Journal Articles

27. Blazar, D., Song, D.*, Goings, R., Plasman, J., & Gottfried, M. (Online 2025). Pathways into the CTE teaching profession: A descriptive analysis of degrees, licenses, and race in Maryland. *AERA Open.*

26. Blazar, D., Adnot, M., Anthenelli, M.* & Zhong, X.* (Online 2024). Differential responses to teacher evaluation incentives: Expectancy, race, experience, and task. *Educational Evaluation and Policy Analysis.*

25. Blazar, D. (2024). Why Black teachers matter. *Educational Researcher, 53*(8), 450-463.

24. Blazar, D., McNamara, D.*, & Blue, G. (2024). Instructional coaching personnel and program scalability. *Education Finance and Policy, 19*(3), 492-523.

23. Blazar, D., & Schueler, B. (Online 2023). Effective school district policies and practices: Synthesizing theoretical frameworks and empirical findings across disciplines. *Journal of Research on Educational Effectiveness.*

22. Blazar, D., & Pollard, C.* (2023). Challenges and tradeoffs of "good" teaching: The pursuit of multiple educational outcomes. *Journal of Teacher Education, 74*(3) 229-244.

21. Gottfried, M., Plasman, J., & Blazar, D. (2022). Exclusive versus mixed, general versus CTE: Building a new taxonomy of STEMM high school teachers. *Journal of Education Human Resources.*

20. Blazar, D. & Archer, C.* (2020). Teaching to support students with diverse academic needs. *Educational Researcher, 49*(5), 297-311.

19. 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. (2020). Curriculum reform in the Common Core era: Evaluating elementary math textbooks across six U.S. states. *Journal of Policy Analysis and Management, 39*(4), 966-1019.

18. Kane, T. J., Blazar, D., Gehlbach, H., Greenberg, M., Quinn, D., & Thal, D. (2020). Substituting teacher-collected video for formal classroom observations: An experimental evaluation. *Education Finance and Policy, 15*(3), 397-427.

17. Blazar, D., & Kraft, M. A. (2019). Balancing rigor, replication, and relevance: A case for multiple-cohort, longitudinal experiments. *AERA Open, 5*(3), 1-18.

16. 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.

15. 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.

14. 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](#) article published in *Review of Educational Research* and second most-read in all AERA journals in 2018.
    - Cited in 2025 Economic Report of the President

13. 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.

12. 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](#) article published in *Educational Evaluation and Policy Analysis* in 2017.

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

10. Kraft, M. A., & Blazar, D. (2017). Individualized coaching to improve teacher practice across grades and subjects: New experimental evidence. *Educational Policy, 31*(7), 1033-1068.

9. 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.

8. 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.

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

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

5. 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.

4. 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.

3. 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.

2. Blazar, D. (2011). Using theatre to engage cultural identity: Implications for students and teachers. *English Education, 43*(3), 294-304.

1. Blazar, D. (2009). Self-discovery through character connections: Opening up to gayness in Angels in America. *English Journal, 98*(4), 77-84.

Invited Articles in Refereed Journals

2. Blazar, D. (2020). Teacher coaching to improve instruction at scale: Opportunities and challenges in a policy context. *Teachers College Record, 122*(10).
   - Introduction to special issue, edited by Sarah L. Woulfin, Ayesha K. Hashim, and Susan Mecenas-Bush.

1. Kraft, M., & Blazar, D. (2018). Taking teacher coaching to scale: Can personalized training become standard practice? *Education Next, 18*(4).

Pre-print/Working Papers

5. Blazar, D., Anthenelli, M.*, Gao, W.*, Goings, R., & Gershenson, S. *Disparate pathways: Understanding racial disparities in teaching.* (Revise and resubmit at *Educational Evaluation and Policy Analysis.*)

4. Blazar, D., Boudreaux, M., Klees, S., Rice, J.K., Titus, M., & Zhao, J.* *Disparities in investments in children and youth in the U.S.* (Revise and resubmit at *Nature Communications.*)

3. Blazar, D., Gao, W.*, Lagos, F.*, Goings, R., & Gershenson, S. *Do grow-your-own programs work? Evidence from the Teacher Academy of Maryland.* (Revise and resubmit *Journal of Policy Analysis and Management.*)
   - Cited in 2025 Economic Report of the President

2. Liu, J., Conrad, C.*, & Blazar, D. *Computer science for all? The impact of high school computer science courses on college majors and earnings.*

1. Lagos, F.*, and Blazar, D., *Professional staff diversity and student outcomes: Extending our understanding of race/ethnicity-matching effects in education.* (Revise and resubmit at *Educational Researcher.*)

Policy Briefs

5. Bill, K.*, Blazar, D., Euzebio, D., & Liu, J. (2024). *Raising teacher salaries is important. It may also require tradeoffs.* Maryland Equity Project.

4. Bill, K.*, Blazar, D., & Scribner, C. (2024). *With large Blueprint investments in education, why are some Maryland districts struggling to fund their schools?* Maryland Equity Project.

3. Bill, K.*, Rodriguez, S., Blazar, D., & Carson, N.* (2024). *Community school expansion in Maryland: Promise and precarity.* Maryland Equity Project.

2. Bill, K.*, Tirrell-Corbin, C., & Blazar, D. (2024). *Expanding pre-k in public schools will require expanding the pre-k teacher workforce. But how, and by how much?* Maryland Equity Project.

1. Bill, K.*, & Blazar, D. (2024). *Expanding CTE pathways requires prioritization and a program-specific approach.* Maryland Equity Project.

Research Briefs, Blogs, and Op-Eds

4. Blazar, D., Gao, W.*, Gershenson, S., Goings, R., & Lagos, F.* (2024). *Empowering local talent: Evaluating the impact of grow-your-own teacher programs.* IZA World of Labor.

3. Blazar, D., Gershenson, S., & Goings, R. (2024). *The educational and labor market outcomes of Maryland's grow-your-own teacher recruitment program.* Urban Institute.

3. Liu, J., Conrad, C.*, & Blazar, D. (2024). *High school computer science impacts college majors and increases earnings.* Brookings Brown Center Chalkboard.

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

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

Sponsored Research

Grants

20. *Co-Principal Investigator.* "Computer science for all?", Google Foundation with Principal Investigator Jing Liu ($300,000; 2024-2027).

19. *Investigator (and UMD Principal Investigator).* "CALDER recruitment and retention center", Institute of Education Sciences #R305C240007 with Principal Investigator Dan Goldhaber ($10 million total; $749,032 subcontract; 2024-2029).

18. *Principal Investigator.* "Transforming education systems: Promoting teacher diversity through culturally responsive pathways, pedagogies, and policymaking", Spencer Foundation ($70,000; 2024-2025).

17. *Co-Principal Investigator.* "Using Maryland's SLDS to strengthen and diversify the teacher workforce through high school to career pathways", Institute of Education Sciences #R305S240013 with Principal Investigator Jane Lincove ($1 million total; $185,190 subcontract; 2024-2026).

16. *External Evaluator.* "Scaling a national Model of Reading Engagement (MORE) to improve first to fourth-grade students' reading comprehension," Office of Elementary and Secondary Education, Education Innovation and Research with Principal Investigator James Kim ($150,000 subcontract; 2024-2028).

15. *Co-Principal Investigator.* "Research to inform Maryland Blueprint Accountability and Implementation Board decision-making," Maryland Blueprint Accountability and Implementation Board with Principal Investigator Angela Henneberger ($69,864; 2023-2025).

14. *Co-Principal Investigator.* "Sustaining literacy practices over time: Codifying knowledge through micro-credentialing," Institute of Education Sciences #R305A210031 with Principal Investigator Suzanne Donovan ($2 million total, $483,936 subcontract; 2022-2026).

13. *External Evaluator.* "Adapting STARI to accelerate student reading achievement in middle grades," Institute of Education Sciences #R305N220025 with Principal Investigator Margaret Troyer ($2 million total, $1 million total; $75,000 subcontract; 2022-2025).

12. *Principal Investigator.* "Examining recruitment programs and pathways to diversify the teacher workforce," Institute of Education Sciences #R305A210031 with Co-Principal Investigators Ramon Goings and Seth Gershenson ($577,149; 2021-2024).

11. *Co-Principal Investigator.* "Education and experience: Do teacher qualifications in career-focused STEM courses make a difference?", National Science Foundation #2101163 with Principal Investigator Michael Gottfried and Co-Principal Investigator Jay Plasman ($699,669 total, $152,720 subcontract; 2021-2023).

10. *External Evaluator.* "UMB CURE Connections: an integral link in a Baltimore minority STEM education pipeline," National Institutes of Health #5R25GM129875-03 with Principal Investigator Elizabeth Parker ($260,783 total, $58,000 subcontract; 2021-2023).

9. *External Evaluator.* "Teaching Lab professional learning series to promote equity-oriented and curriculum-aligned math instruction," New Mexico Public Education Department with Principal Investigator/practice-based organization Teaching Lab ($900,000 total, $60,000 subcontract; 2021).

8. *Principal Investigator.* "Disparities in investments in children and youth in the United States," Spencer Foundation #202000128 with Co-Principal Investigators Michel Boudreaux, Claudia Galindo, Steven Klees, Jennifer Rice, and Marvin Titus ($999,024; 2019-2024).

7. *Co-Principal Investigator.* "SERP-DCPS partnership to promote early literacy success," Institute of Education Sciences #R305H190057 with Principal Investigator Suzanne Donovan ($400,000 total, $45,000 subcontract; 2019-2022).

6. *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).

5. *Co-Principal Investigator.* "Maryland Longitudinal Data Systems Center: Research branch," State of Maryland with Principal Investigator Tracy Sweet ($584,754; 2018-2023).

4. *External Evaluator.* "Blending relevance, rigor, and responsiveness: Studying strategies for supporting beginning teachers," Overdeck Family Foundation with Principal Investigator/practice-based organization TNTP ($625,000 total, $145,000 subcontract; 2018-2020).

3. *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; 2017-2018).

2. *Principal Investigator.* "Validating teacher effects on non-tested outcomes," Smith Richardson Foundation #2015-1018 with faculty advisor Martin West to Harvard University ($50,000; 2016-2018).

1. *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).

Internal University Grants

4. *Principal Investigator.* "Who will teach? A community-engaged study to expand and diversify the teacher workforce," University of Maryland College Park, Research Development Grant program ($30,000; 2025)

3. *Principal Investigator.* "Expanding the capacity of statewide STEM workforce development data: Building a research community around data quality, governance, and privacy," University of Maryland College Park, Research Development Grant program ($50,000; 2019-2021).

2. *Principal Investigator.* "The relationship between racial, ethnic, and linguistic diversity and long-term economic opportunity," University of Maryland College Park, Faculty-Student Research Award with Co-Investigator (PhD student) Francisco Lagos ($10,000; 2019).

1. *Principal Investigator.* "Do coaches differ in their effectiveness? Opportunities and challenges for scaling up teacher coaching programs," University of Maryland College Park, College of Education Support Program for Advancing Research and Collaboration ($15,000; 2018).

Conferences, Workshops, and Talks

Invited Talks

19. Blazar, D. (2024, September). *Expanding pathways into teaching.* Maryland P20 Collaborative Workgroup.

18. Blazar, D. (2024, September). *Computer science for all?* Code.org Computer Science National Advocacy Coalition.

17. Blazar, D. (2024, April). *The effectiveness of the Teacher Academy of Maryland.* Educators Rising Maryland Chapter Annual Conference.

16. Blazar, D. (2024, February). *"Grow-your-own" teachers starting in high school.* Educational Testing Service.

15. Blazar, D. (2022, April). *Teachers of color, culturally responsive teaching, and student outcomes.* Urban Institute.

14. Blazar, D. (2021, May). *Are some teaching practices easier versus harder to improve? Regression discontinuity evidence from a teacher evaluation system.* Leibniz Institute for Research and Information in Education and Institute of Education, University of Zurich.

13. Blazar, D. (2021, April). *Professional staff diversity and student outcomes: Extending our understanding of race/ethnicity-matching effects in education.* Research Seminar, Maryland Longitudinal Data System Center, Baltimore, MD.

12. Blazar, D. (2019, October). *How can teachers raise test scores and engage students in class?* Center for Mathematics Education, University of Maryland, College Park, MD.

11. Blazar, D. (2019, March). *Tradeoffs and challenges of "good" teaching.* Gevirtz Graduate School of Education, University of California, Santa Barbara, CA.

10. Blazar, D. (2019, May). *Curriculum reform in the Common Core Era.* Strategic Data Project Annual Convening, Harvard Graduate School of Education, Cambridge, MA.

9. Blazar, D. (2017, January). *Teacher and teaching effects on students' attitudes and behaviors.* Brazilian Econometric Society. Natal, Brazil.

8. Blazar, D. (2017, February). *Improving teacher and teaching quality through one-on-one coaching.* Graduate School of Education, Fordham University, New York, NY.

7. Blazar, D. (2017, February). *Experimental evidence on the effect of teacher coaching.* Program on Educational Transformation, Georgetown University, Washington, DC.

6. Blazar, D. (2017, January). *Heterogenous effects of teacher coaching programs.* College of Education, University of Oregon, Eugene, OR.

5. Blazar, D. (2017, January). *Mechanisms of effective teacher coaching.* Educational Testing Service. Princeton, NJ.

4. Blazar, D. (2016, April). *Value-added estimates of teachers on students' academic, social, and behavioral outcomes.* Research Alliance for New York City Schools, New York, NY.

3. Blazar, D. (2016, January). *Teaching practices that improve students' academic performance and social/emotional development*. School of Education, University of Delaware, Newark, DE.

2. Blazar, D. (2016, January). *Teachers' contributions to students' attitudes and behaviors*. Rossier School of Education, University of Southern California, Los Angeles, CA.

1. Blazar, D. (2015, December). *The multidimensional effect of teachers*. Frank Batten School of Leadership and Public Policy, University of Virginia, Charlottesville, VA.

Refereed Presentations

27. <u>Blazar, D.</u>, Gao, W.*, Gershenson, S., Goings, R., & Lagos, F.* *Do grow-your-own programs work? Evidence from the Teacher Academy of Maryland.* Paper presented at the annual conference of the Society for Research on Educational Effectiveness. Baltimore, MD. (2024, September); Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington, D.C. (2024, November).

26. <u>Blazar, D.</u>, Adnot, M., & Zhong, Z.* *Incentives, expectancy, and social identity*. Paper presented at the annual conference of the Association for Education Finance and Policy. Denver, CO. (2022, March).

25. <u>Blazar, D.</u> *Teachers of color, culturally responsive teaching, and student outcomes*. Paper presented at the annual conference of the Society for Research on Educational Effectiveness. Online. (2021, September); Association for Public Policy Analysis and Management Annual. Austin, TX (2022, March).

24. <u>Blazar, D.</u>, & Lagos, F.* *Professional staff diversity and student outcomes: Extending our understanding of race/ethnicity-matching effects in education*. Paper presented at the annual conference of the Association for Education Finance and Policy. Online (2021, March).

23. <u>Blazar, D.</u>, & McNamara, D.* *Scaling teacher coaching: Coaches are the intervention*. Paper presented at the annual conference of the Association for Education Finance and Policy. Online (2021, March).

22. <u>Blazar, D.</u>, & Zhong, X.* *Are some teaching practices easier versus harder to improve? Regression discontinuity evidence from a teacher evaluation system*. Paper presented at the annual conference of the Association for Education Finance and Policy. Online (2021, March).

21. <u>Blazar, D.</u>, & Archer, C.* *Teaching to support students with diverse academic needs*. Paper presented at the Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, Virginia/Online (2020, March); Association for Public Policy Analysis and Management Annual Fall Research Conference. Online. (2020, November).

20. <u>Blazar, D.</u>, & Schueler, B. *Why do school districts matter? An interdisciplinary framework*. Paper presented at the Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, VA/Online (2020, March).

19. <u>Blazar, D.</u>, & Pollard, C.* *Challenges and tradeoffs of "good" teaching: Teacher effects on students' math test score versus engagement in class*. Paper presented at the Association for Public Policy Analysis and

Management Annual Fall Research Conference. Denver, CO (2019, November).

18. <u>Blazar, D.</u>, & Kraft, M. A. *Multiple-cohort experiments to balance rigor, replication, and continuous improvement in education research: An illustrative case from a teacher coaching program.* Paper presented at the Society for Research on Educational Effectiveness Spring 2019 Conference. Washington, D.C. (2019, March).

17. <u>Blazar, D.</u> *Persistence of teacher effects on students' academic and non-academic skill formation.* Paper presented at the annual conference of the Association for Education Finance and Policy. Kansas City, MO (2019, March).

16. <u>Blazar, D.</u>, Kane, T. J., & Thal, D. *Does video technology improve the classroom observation process? Results from a randomized experiment.* Paper presented at the Society for Research on Educational Effectiveness Spring 2018 Conference. Washington, D.C. (2018, March).

15. <u>Blazar, D.</u>, Heller, B. [+], Kane, T. J., Polikoff, M., & Staiger, D. O, with Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K. L., & Kurlaender, M. *Never judge a book by its cover: Evaluating mathematics textbooks against gains in student achievement.* Paper presented at the annual conference of the Association for Education Finance and Policy. Portland, OR (2018, March); Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington, D.C. (2018, November).

14. Kraft, M. A., <u>Blazar, D.</u>, & Hogan, D.* *The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence.* Paper presented at the Society for Research on Educational Effectiveness Spring 2017 Conference. Washington, D.C. (2017, March); Association for Education Finance and Policy. Washington, DC (2017, March).

13. <u>Blazar, D</u>. *Validating teacher effects on students' attitudes and behaviors through random assignment.* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington, D.C. (2016, November); Society for Research on Educational Effectiveness Spring 2017 Conference. Washington, D.C. (2017, March).

12. <u>Blazar, D.</u>, & Kraft, M. A. *Teacher and teaching effects on students' academic behaviors and mindsets.* Paper presented at the annual conference of the Association for Education Finance and Policy. Denver, CO (2016, March).

11. <u>Blazar, D.</u>, & Kraft, M. A. *Exploring mechanisms of effective teacher coaching: A tale of two cohorts from a randomized experiment.* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Miami, FL (2015, November).

10. <u>Blazar, D.</u>, Braslow, D., & Charalambous, C. Y. *Dimensionality of upper elementary mathematics instruction: Exploring factors across two observational instruments.* Paper presented at the Society for Research on Educational Effectiveness Spring 2015 Conference. Washington, D.C. (2015, March).

9. <u>Blazar, D.</u> *Grade assignments and the teacher pipeline: A low-cost lever to improve student achievement?* Paper presented at the annual conference of the Association for Education Finance and Policy. Washington, D.C. (2015, February).

8. Blazar, D. *The role of school working environments in supporting high-quality instruction and student achievement.* Paper presented at the annual conference of the Association for Education Finance and Policy. Washington, D.C. (2015, February).

7. Barmore, J., Blazar, D., Charalambos, C., Corey, D., Hill, H., Humez, A., & Litke, E. (2015, January). *Does Common Core teaching lead to improved student learning?* Paper presented at the 2015 Hawaii International Conference on Education. Honolulu, HI (2015, January).

6. Blazar, D., & Pollard, C. *Does test preparation mean low-quality instruction?* Paper presented at the annual conference of the Association for Education Finance and Policy. Washington, D.C. (2015, February); Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington, D.C. (2016, November).

5. Blazar, D. *The effect of high-quality elementary instruction on student's non-cognitive outcomes.* Paper presented at the Association for Public Policy Analysis and Management 2014 International Conference. Segovia, Spain (2014, September).

4. Blazar, D., Gogolen, C., Hill, H. C., Humez, A., & Lynch, K. *Predictors of teachers' instructional practices.* Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA (2014, April).

3. Blazar, D., Litke, E., & Barmore, J. *What does it mean to be a "high" or "low" value-added teacher? Observing differences in instructional quality across districts.* Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA (2014, April).

2. Hill, H., Gogolen, C. C., Litke, E., Humez, A., Blazar, D., Corey, D., Barmore, J., Chin, M., & Beisiegel, M. *Examining high and low value-added mathematics instruction: Can expert observers tell the difference?* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington, D.C. (2013, November).

1. Kraft, M., & Blazar, D. *Improving teacher practice: Experimental evidence on individualized teacher coaching.* Paper presented at the annual conference of the Association for Education Finance and Policy. New Orleans, LA (2013, March); American Educational Research Association. San Francisco, CA (2013, May).

TEACHING, MENTORING, AND ADVISING
TLPL = Teaching and Learning, Policy and Leadership

Teaching

Courses Taught

5. TLPL 788Z: Education Policy Research, Writing, and Presentation Seminar (2 credits, 1 per semester); taught three times, 2019 – present; approx. 7 students/class. Developed from scratch.
4. TLPL 788I: Research Apprenticeship with the Maryland Longitudinal Data System Center (2 credits, 1 per semester); taught twice, 2019 – 2020; approx. 7 students/class. Developed from scratch.

3. TLPL 788D: Data Management for Social Science Research (1 credit); taught three times, 2018 – present; approx. 15 students/class. Developed from scratch.
2. TLPL 766: Impact Evaluation for Education and Public Policy (formerly TLPL 672 and EDPS 621; 3 credits); taught five times, 2018 – 2021, 2024 approx. 10 students/class. Developed from scratch.
1. TLPL 670: Economics of Education (formerly EDPS 615; 3 credits); taught four times, 2017 – present; approx. 15 students/class. Substantially revised.

Program Development

4. College of Education Undergraduate Degree in Educational Studies: Collaborate with leadership and colleagues at College of Education and School of Public Policy to develop undergraduate degree program in Educational Studies, with concentration in Education Policy that crosses the College of Education and School of Public Policy (2021 – present)
3. TLPL Master's Degree in Education Policy: Collaborate with colleagues at College of Education and School of Public Policy to develop concentration in Education Policy with cross-listed courses across two schools (2020 – present)
2. TLPL Teacher Education and Professional Development Specialization: Collaborate with four colleagues to revise program benchmarks and course requirements (2020 – 2021)
1. TLPL Quantitative Research Methods: Collaborate with two colleagues to revise requirements and build four-course sequence (2018 – present)

Advising and Mentoring

Junior Faculty

2. Meghan Comstock (Education Policy)
1. Jing Liu (Education Policy)

Postdoctoral Fellows

2. Kayla Bill (2023 – 2025; Florida State University)
1. Francisco Lagos (2022 – 2024; placement: Inter-American Development Bank [also offered academic job])

Doctoral Advisor/Dissertation Committee Chair or Co-Chair

13. Sarah Montana (Education Policy; 2024– present)
12. Xiaoxue Zhou (Technology, Learning, and Leadership; 2024 – present; co-advisor)
11. Deborah Euzebio (Education Policy; 2023 – present)
10. Ditra Backup (Co-Advisor; Education Policy; 2023 – present)
9. Tracee Matthias (Education Policy; 2022 – present)
8. Nandi Carson (Education Policy; 2021 – present)
7. Kathleen Perry (Education Policy; 2020 – present)
6. Danett Song (Education Policy; 2020 – present)
5. Jiehui Zhao (Education Policy; 2019 – present)
4. Renata Lyons (Education Policy; 2019 – present)
3. Erin Janulis (Education Policy; 2019 – present)

2. Francisco Lagos (Education Policy; graduated summer 2022; placement: see above)
1. Casey Archer (Education Policy; graduated fall 2021; placement: AnLar)

Doctoral Dissertation Committee Member

14. Monica Brown (Education Policy; 2023 – present)
13. Umisha Kc (Communication; 2025 – present)
12. Chu Zhuang (Public Health; graduated 2025)
11. Sebastian Montano (Economics; graduated 2025)
10. Sergio Pinto (School of Public Policy; graduated 2024)
9. Cristina Riquelme (Economics; graduated 2024)
8. Joseph Manko (Education Policy; graduated 2024)
7. Rachel Nesbit (Economics; graduated 2024)
6. Dylan Baker (Public Policy; graduated 2024)
5. Jason Saltmarsh (Education Policy; graduated 2023)
4. Kristina Cassiday (Measurement, Statistics, and Evaluation; graduated 2023)
3. Jennifer Himmel (Language, Literacy, and Social Inquiry; graduated 2023)
2. Juan Echenique (Public Policy; graduated 2022)
1. Alyson Burnett (Measurement, Statistics, and Evaluation; graduated 2019)

Master's Advisor

8. Shayla Herron (Education Policy; 2024 – present)
7. Lola Akramova (Education Policy; 2023 – present)
6. Eliana Burshtyn (Education Policy; graduated 2023)
5. Thomas Walker (Education Policy; graduated 2023)
4. Phoebe Harris (Education Policy; graduated 2022)
3. Kaitlyn Kyle (Education Policy; graduated 2021)
2. Kate Gerard (Minority and Urban Education; graduated 2021)
1. Xinyi Zhong (Education Policy; graduated 2020)

SERVICE AND OUTREACH

Service Awards and Honors

5.	Reviewer of the Year for *Journal of Research on Educational Effectiveness*	2025
4.	Outstanding Reviewer for *American Educational Research Journal*	2022
3.	Outstanding Reviewer for *AERA Open*	2019, 2020, 2021
2.	Outstanding Reviewer for *Educational Evaluation and Policy Analysis*	2019, 2024
1.	Outstanding Reviewer for *Educational Researcher*	2017, 2021, 2024

Editorships, Editorial Boards, and Reviewing Activities

Invited Editorships

1. *American Educational Research Journal*   NA
   *invited but unable to serve due to parental leave

Editorial Boards

4.	*Journal of Research on Educational Effectiveness*	2025 – present
3.	*Educational Researcher*	2021 – present
2.	*Educational Evaluation and Policy Analysis*	2020 – 2024
1.	*AERA Open*	2019 – 2024

Reviewing Activities for Journals and Presses (listed alphabetically)

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

Committees, Professional & Campus Service

Campus Service – Department

9.	Co-Chair, APT Subcommittee	2024 – 2025
8.	Member, Academic Program Review	2024 – 2025
7.	Member, Workload Policy Review Committee	2023 – 2024
6.	Division Coordinator: Education Policy, Urban Education, and Teacher Education and Professional Development	2022 – 2023, 2024 – 2025
5.	Co-Chair, Faculty Search Committee: Education Policy	2022
4.	Member, Merit Review	2021 – 2022
3.	Member, Faculty Search Committee: Education Policy	2019 – 2020
2.	Member, Faculty Search Committee: Minority and Urban Education	2019 – 2020
1.	Member, Faculty Search Committee: Teacher Education	2019 – 2020

Campus Service – College

3.	Member, Search Committee for Grant Writer	2021 – 2022

2.	Member, Search Committee for Director of Administrative Services in Teaching and Learning, Policy and Leadership	2020 – 2021
1.	Member, Review Committee for Support Program for Advancing Research and Collaboration (SPARC) Program	2018 – 2019

Campus Service – University

1.	Member, Middle States Self Study, Committee on Educational Effectiveness Assessment	2024 – 2025

Leadership Roles in Meetings and Conferences

1.	Conference Section Chair, Teachers and School Leaders, Society for Research on Educational Effectiveness	2021

Other Non-University Committees, Memberships, Panels, etc.

5.	Member, Advisory Board, Research Partnership for Professional Learning	2022 – present
4.	Member, Diversifying the Teacher Workforce Expert Panel, RAND Corporation	2022
3.	Member, Technical Working Group on Teacher Residencies, Institute of Education Sciences	2020
2.	Member, Technical Working Group on Teacher and School Leader Incentive Program, Institute of Education Sciences	2019
1.	Advisor, Strategic Data Project Fellowship, Center for Education Policy Research, Harvard University	2017 – present