

## Mark J. Chin

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### CONTACT INFORMATION

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### EDUCATION

**Harvard University**, Cambridge, MA  
Ph.D., Education Policy and Program Evaluation **Expected May 2021**  
⇒ *Dissertation Committee:*  
Martin West (chair)  
David Deming  
Desmond Ang

**Harvard Graduate School of Education**, Cambridge, MA  
Ed.M., Education Policy **2016**

**Swarthmore College**, Swarthmore, PA  
B.A., Economics **2012**

### PEER-REVIEWED PUBLICATIONS

**Chin, M. J.** (forthcoming). The effect of English learner reclassification on student achievement and noncognitive outcomes. *Journal of Research on Educational Effectiveness*. Accepted manuscript available online ([link](#)).

**Chin, M. J.**, Quinn, D., Dhaliwal, T. K., & Lovison, V. (2020). Bias in the air: A nationwide exploration of teachers' implicit racial attitudes, aggregate bias, and student outcomes. *Educational Researcher*. Also available as *Annenberg Institute EdWorkingPaper No. 20-205* ([link](#)).  
⇒ *Coverage:*  
Brookings Research Summary ([link](#)).  
Hechinger Report Op-ed ([link](#)).  
Research Minutes Podcast Interview ([link](#)).

Warikoo, N., **Chin, M.**, Zillmer, N., & Luthar, S. (2020). The influence of parent expectations and parentchild relationships on mental health in Asian American and White American families. *Sociological Forum*.

Bacher-Hicks, A., **Chin, M. J.**, Kane, T. J., & Staiger, D. O. (2019). An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys. *Economics of Education Review*, 73, 101919. Also available as *NBER Working Paper No. 23478* ([link](#)).

Charalambos, C. Y., Hill, H. C., **Chin, M.**, & McGinn, D. (2019). Mathematical content knowledge and knowledge for teaching: Exploring their distinguishability and contribution to student learning. *Journal of Mathematics Teacher Education*, 1-35.

Kelcey, B., Hill, H. C., & **Chin, M.** (2019). Teacher mathematical knowledge, instructional quality, and student outcomes: A multilevel quantile mediation analysis. *School Effectiveness and School Improvement*, 1-34.

**Chin, M. J.**, Kane, T. J., Kozakowski, W., Schueler, B. E., & Staiger, D. O. (2018). School district reform in Newark: Within- and between-school changes in achievement growth. *ILR Review*, 72(2), 323-354. Also available as *NBER Working Paper No. 23922* ([link](#)).

Hill, H. C., & **Chin, M.** (2018). Connections between teachers' knowledge of students, instruction, and achievement outcomes. *American Educational Research Journal*, 55(5), 1076-1112.

Hill, H. C., Charlambos, C. Y., & **Chin, M. J.** (2018). Teacher characteristics and student learning in mathematics: A comprehensive assessment. *Educational Policy*.

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

Caruso, E. M., Boven, L. V., **Chin, M.**, & Ward, A. (2013). The Temporal Doppler Effect: When the future feels closer than the past. *Psychological Science*, 24(4), 530-536.

MANUSCRIPTS  
UNDER REVIEW

Bacher-Hicks, A., **Chin, M. J.**, & de la Campa, E. (Under review). Police or community bias? Predictors of black-white differences in police use of lethal force.

**Chin, M. J.**, & Shi, L. (Under review). The impact of political party control on education finance and outcomes: Evidence from U.S. states. Also available as *Annenberg Institute EdWorkingPaper No. 20-280* (link).

WORKING PAPERS  
AND RESEARCH IN  
PROGRESS

Bacher-Hicks, A., **Chin, M. J.**, Hill, H. C., & Staiger, D. O. Explaining teacher effects on achievement using commonly found teacher-level predictors.

**Chin, M. J.** The impact of school desegregation on white individuals' racial attitudes and politics in adulthood.

**Chin, M.** A "jarring" experience? Exploring how changes to standardized tests impact teacher experience effects.

**Chin, M.**, & Goldhaber, D. Exploring explanations for the "weak" relationship between value-added and observational measures of teacher quality.

Pollard, C., & **Chin, M.** The extent and nature of alignment between student and teacher perceptions of the classroom.

INVITED AND  
CONFERENCE  
PRESENTATIONS

AEFP Annual Conference **2016, 2018, 2020**

AERA Annual Conference **2014, 2015, 2019**

APPAM Fall Conference **2013, 2020**

Federal Reserve Bank of Boston New England **2018**

NCME Annual Conference **2014**

SREE Annual Conference **2015, 2020**

TEACHING  
EXPERIENCE

**Politics and Education Policy in the U.S.**, Harvard Graduate School of Education  
*Teaching Assistant to* Martin West **2018, 2020**

**Exploring Race and Identity in Education**, Harvard Graduate School of Education  
*Teaching Assistant to* Candice Bocala **2018**

|   |   |                  |
|---|---|------------------|
| PROFESSIONAL<br>SERVICE AND<br>EXPERIENCE | <b>Applied Data Analysis</b> , Harvard Graduate School of Education<br><i>Teaching Assistant to Andrew Ho</i>   | <b>2018</b>      |
|   | <b>Introduction to Applied Data Analysis</b> , Harvard Graduate School of Education<br><i>Teaching Assistant to Joe McIntyre</i>  | <b>2017</b>      |
|   | <b>Public Policy Institute at Indiana University</b> , Indianapolis, IN<br><i>Research Associate</i>  | <b>2020</b>      |
|   | <b>Center for Education Policy Research at Harvard University</b> , Cambridge, MA<br><i>Research Analyst</i>  | <b>2012–2016</b> |
|   | <b>Harvard Graduate School of Education</b> , Cambridge, MA<br><i>Co-Chair of the Doctoral Advisory Committee to the Dean</i>   | <b>2018–2019</b> |
| AWARDS AND<br>HONORS                      | <b>Referee Service</b><br><i>AERA Open, Educational Assessment, Educational Measurement: Issues and Practice, Educational Policy, Journal of Research on Educational Effectiveness, SAGE Open</i> |                  |
|   | <b>Emerging Education Policy Scholar</b> , Thomas B. Fordham Institute and AEI  | <b>2020</b>      |
|   | <b>Partnering in Education Research Fellowship</b> , Harvard University   | <b>2017–2020</b> |
|   | <b>Presidential Scholar Fellowship</b> , Harvard University   | <b>2016–2017</b> |