

MARK J. CHIN
mark_chin@g.harvard.edu
<http://scholar.harvard.edu/markchin>

EDUCATION

| | |
|--|---------------|
| Ph.D. , Education Policy and Program Evaluation, Harvard University Advisors: Martin West, David Deming, Desmond Ang | Expected 2021 |
| Ed.M. , Education Policy, Harvard Graduate School of Education | 2016 |
| B.A. , Economics, Swarthmore College | 2012 |

PUBLICATIONS

- Chin, M. J.**, Quinn, D., Dhaliwal, T. K., & Lovison, V. (forthcoming). Bias in the air: A nationwide exploration of teachers' implicit racial attitudes, aggregate bias, and student outcomes. *Educational Researcher*.
- Warikoo, N., **Chin, M.**, Zillmer, N., & Luthar, S. (2020). The influence of parent expectations and parent-child 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.
- 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.
- 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., Charalambos, 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

Chin, M. J. (Revise and resubmit). The effect of English learner reclassification on student achievement and noncognitive outcomes. *Journal of Research on Educational Effectiveness*.

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 individuals' racial attitudes and politics.

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.

Chin, M. J. & Shi, L. The impact of political party control on education finance and outcomes: Evidence from U.S. states.

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

INVITED TALKS

School district reform in Newark: Within- and between- school changes in achievement growth. Federal Reserve Bank of Boston New England, Boston, MA, March 2018.

SELECTED CONFERENCE PRESENTATIONS

The impact of school desegregation on individuals' racial attitudes and politics. Association for Education Finance and Policy, Fort Worth, TX, March 2020.

What is the effect of political party on state education finance? Association for Education Finance and Policy, Fort Worth, TX, March 2020.

English Learner reclassification: Impacts on student outcomes and potential mechanisms. Society for Research on Educational Effectiveness, Arlington, VA, March 2020.

Educators' implicit racial bias and racial achievement gaps: A nationwide exploration. Association for Education Finance and Policy, Portland, OR, March 2018.

A “jarring” experience? Exploring how changes to standardized tests impact teacher experience effects. Association for Education Finance and Policy, Denver, CO. March 2016.

Impacts of multidimensionality and error: Simulating explanations for weak correlations between measures of teacher quality. Society for Research on Educational Effectiveness, Washington, DC. March 2015.

Impacts on evaluations: Exploring rater ability identifying effective mathematics instruction. National

Council on Measurement in Education, Philadelphia, PA, April 2014.

The cross-year stability of teacher quality metrics and predictors of their change. American Educational Research Association, Philadelphia, PA, April 2014.

Using item response theory to learn about observational instruments. National Council on Measurement in Education, Philadelphia, PA, April 2014.

Multiple models, measures, and motivations: Exploring the alignment of teacher effectiveness measures to inform evaluation model selection. Association for Public Policy Analysis & Management, Washington, DC, November 2013.

PRESS COVERAGE

Chalkbeat, Education Week, Politico, The 74 Million, USA Today

TEACHING EXPERIENCE

| | |
|--|------|
| T.A., Politics and Education Policy in the US, Harvard Graduate School of Education | 2018 |
| T.A., Exploring Race and Identity in Education, Harvard Graduate School of Education | 2018 |
| T.A., Applied Data Analysis, Harvard Graduate School of Education | 2018 |
| T.A., Introduction to Applied Data Analysis, Harvard Graduate School of Education | 2017 |

PROFESSIONAL SERVICE AND EXPERIENCE

| | |
|---|-------|
| Research Analyst , Center for Education Policy Research, Harvard Graduate School of Education | 2016 |
| Co-chair , Doctoral Advisory Committee to the Dean, Harvard Graduate School of Education | 2019 |
| Referee , <i>AERA Open, Educational Assessment, Educational Measurement: Issues and Practice</i> | 2014- |

AWARDS AND HONORS

| | |
|--|-------|
| Emerging Education Policy Scholar , Thomas B. Fordham Institute and AEI | 2020 |
| Partnering in Education Research Fellowship , Harvard University | 2018- |
| Presidential Scholar Fellowship , Harvard University | 2017 |