

Benjamin Master

Curriculum Vitae

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EDUCATION

STANFORD UNIVERSITY SCHOOL OF EDUCATION, Stanford CA

Ph.D. in Education Policy and Organization Studies [Expected 6/13]

- *Dissertation:* High Stakes Decisions: Assessing Alternatives in Teacher Evaluation System Design
- *Summary:* An in-depth empirical study of high-stakes teacher evaluation and personnel management in a public charter school district, as it transitions from subjective evaluations to the use of a “hybrid,” instrumental evaluation system.
- *Dissertation Committee:* Dr. Susanna Loeb, Dr. Edward Haertel, and Dr. Pam Grossman

BROWN UNIVERSITY, Providence RI

BA in Economics [5/01]

RESEARCH EXPERIENCE

STANFORD UNIVERSITY SCHOOL OF EDUCATION, Stanford CA [9/10 to present]

Graduate Student Researcher

- Collaborate with academic advisor Dr. Susanna Loeb and others to conduct rigorous quantitative research related to education policy, including teacher preparation, school leadership, and school effectiveness.
- Assist in grant proposal writing for large-scale research projects in major urban school districts nationwide.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, Stanford CA [9/08 to 6/09]

Graduate Student Researcher

- Supported Dr. Anthony Bryk on research and program efforts related to teacher evaluation and induction for the Building a Teaching Effectiveness Network (BTEN) initiative.
- Created a report (“*New Models in Teacher Education*”) profiling innovative teacher education and induction programs nationwide, based on interviews of stakeholders and documentation from diverse training programs.

MASS INSIGHT EDUCATION AND RESEARCH INSTITUTE, Boston MA [2/02 to 10/03]

Program Associate

- Conducted qualitative research on effective practices in identified “high performing” schools and districts.
- Wrote case studies designed to facilitate modeling of effective schooling strategies as part of the Building Blocks initiative.

TECHNICAL EXPERTISE

- Extensive coursework and experience using advanced statistical techniques to support causal inference, including:
 - Regression discontinuity analysis
 - Design and analysis of experiments
 - Interrupted time series analysis
 - “Value added” models of teacher effectiveness
 - Instrumental variables analysis
 - Propensity score matching
 - Hierarchical linear modeling
- Trained in the use of generalizability theory to evaluate variance in behavioral measures.
- Advanced skill-set in STATA and EXCEL, and proficient in SAS.

RESEARCH INTERESTS

Education Policy, Teacher Education, Teacher Evaluation, School Leadership, Economics of Education, and Organizational Behavior

MANUSCRIPTS SUBMITTED FOR PUBLICATION

Master, B., Loeb, S., Whitney, C., and Wyckoff, J. (2012). Different Skills? Identifying Differentially Effective Teachers of English Language Learners. Submitted, revised, and re-submitted to the *American Educational Research Journal*.

Master, B. (2012). Staffing for Success. Linking Teacher Evaluation and School Personnel Management in Practice. Submitted to *Educational Evaluation and Policy Analysis*.

WORKS IN PROGRESS

Grissom, J., Loeb, S., and Master, B. (in preparation). Investing in Instruction: The Relationship Between School Leaders’ Professional Development Time Use and School Effectiveness.

Master, B. (in preparation). Evidence and Discretion: Tradeoffs in the Use of Subjective and Instrumental Measures for High Stakes Teacher Evaluation.

Master, B. (in preparation). Using Subjective Evaluations to Identify “Untested” Peer Teacher Effects on Student Outcomes.

CONFERENCE PRESENTATIONS

Master, B., Loeb, S., Whitney, C., and Wyckoff, J. (2012). Different Skills? Identifying Differentially Effective Teachers of English Language Learners.

- Presented at the Society for Research on Educational Effectiveness, Washington, DC (March 8, 2012).
- Presented at the Association for Education Finance and Policy, Boston, MA (March 16, 2012).

TEACHING EXPERIENCE

ACHIEVEMENT FIRST, Brooklyn NY [6/09 to 9/10]

Director of Data Practices

- Led a district-wide professional development program to train teachers and principals in the use of formative and interim assessments to support effective planning and instruction.
- Designed and taught highly-rated workshops to groups ranging from 10 to 40 educators.
- Measured a one-year, 25% increase in the adoption of key desired data-driven instructional practices across the 19-school district.
- Created district-level reporting systems and other tools to assist educators in the use of student-level data to spur timely, strategic interventions.

KAPLAN TEST PREP, Providence RI [9/99 to 1/02]

SAT, GMAT, and MCAT Instructor

- Prepared professionals and youth for a variety of university admissions exams (10 to 30 person classes).
- Taught SAT-prep courses in low-income, urban school settings through the Rhode Island Children's Crusade.

TEACHING INTERESTS

Introductory Statistics, Statistical Methods for Causal Inference, Education Policy, Economics of Education, and Assessment

OTHER PROFESSIONAL EXPERIENCE

CAPITAL ONE STRATEGY GROUP, Boston MA [2/06 to 7/07]

Consultant

- Selected from among analyst leaders to be part of an internal consulting team reporting directly to Capital One CEO Richard Fairbank.
- Principal contributor in the proposal of a \$100M initiative to expand the firm's web-based marketing and fulfillment capabilities.
- Performed strategic analyses of new business opportunities based on market research and industry-level data.

CAPITAL ONE PERSONAL LOANS, Richmond VA [11/03 to 1/06]

Senior Analyst

- Leader of a product development team responsible for new innovations to drive business growth.
- Primary architect of \$150M in full factorial experimental marketing tests of loan products to new consumer segments.
- Partnered with statisticians to build models predicting consumers' receptiveness to marketing campaigns and likely credit risk based on past performance.