DAVID M. QUINN

University of Southern California
Rossier School of Education
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ACADEMIC POSITIONS

Assistant Professor of Education — 2016-Present
University of Southern California, Rossier School of Education

EDUCATION

Harvard Graduate School of Education — 2016
Ed.D., Education Policy, Leadership, and Instructional Practice

Harvard Graduate School of Education — 2013
Ed.M., Education Policy and Management

University of Nevada-Las Vegas — 2007
M.Ed., Curriculum and Instruction

Boston University — 2003
B.S., Film and Television

RESEARCH ARTICLES

Peer-reviewed Publications

Quinn, David M., Thomas J. Kane, Miriam Greenberg, and Daniel Thal. (2018). "Effects of a Video-Based Teacher Observation Program on the De-privatization of Instruction: Evidence from a Randomized Experiment." *Educational Administration Quarterly*. Advanced online publication. doi: 10.1177/0013161X18764333

Quinn, David M. and James S. Kim. (2017). "Experimental Effects of Program Management Approach on Teachers' Professional Ties and Social Capital." *Educational Evaluation and Policy Analysis*. Advanced online publication. doi: 10.3102/0162373717742198

Quinn, David M. (2017). "Racial Attitudes of PreK-12 and Postsecondary Educators: Descriptive Evidence from Nationally-representative Data." *Educational Researcher, 46,* 397-411. doi:10.3102/0013189X17727270

Quinn, David M. and James S. Kim. (2017). "Scaffolding Fidelity and Adaptation in Educational Program Implementation: Experimental Evidence from a Literacy Intervention." *American Educational Research Journal, 54,* 1187-1220. doi: 10.3102/0002831217717692

Quinn, David M. and Joe McIntyre. (2017). "Do Learning Rates Differ by Race/ethnicity over Kindergarten? Reconciling Results across Gain Score, First-Difference, and Random Effects Models." *Economics of Education Review, 59,* 81-86. doi: https://doi.org/10.1016/j.econedurev.2017.06.006

Kim, James S., Mary A. Burkhauser, **David M. Quinn**, Jonathan Guryan, Helen Chen Kingston, and Kirsten Aleman. (2017). "Effectiveness of Structured Teacher Adaptations to an Evidence-based Summer Literacy Program." *Reading Research Quarterly, 52,* 443-467. doi:10.1002/rrq.178

Quinn, David M., North Cooc, Joe McIntyre, and Celia J. Gomez. (2016). "Seasonal Dynamics of Academic Achievement Inequality by Socioeconomic Status and Race/ethnicity: Updating and Extending Past Research with New National Data." *Educational Researcher, 45(8),* 443-453. doi:10.3102/0013189X16677965

Kim, James S., Jonathan Guryan, Thomas White, **David M. Quinn,** Lauren Capotosto, and Helen Chen Kingston**.** (2016). **"**The Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children's Reading Comprehension." *Journal of Research on Educational Effectiveness,* 9(S1): 1-22. doi: 10.1080/19345747.2016.1164780

Quinn, David M. and North Cooc. (2015). "Science Achievement Gaps by Gender and Race/Ethnicity in Elementary and Middle School: Trends and Predictors." *Educational Researcher, 44(6):* 336-346. doi: 10.3102/0013189X15598539

Quinn, David M. (2015). "Kindergarten Black-White Test Score Gaps: Re-examining the Roles of Socioeconomic Status and School Quality with New Data." *Sociology of Education,* 88(2): 120-139. doi:10.1177/0038040715573027

Quinn, David M. (2015). "Black-White Summer Learning Gaps: Interpreting the Variability of Estimates across Representations." *Educational Evaluation and Policy Analysis,* 37(1): 50-69. doi: 10.3102/0162373714534522

Kim, James S., and **David M. Quinn**. (2013). "The Effects of Summer Reading on Low Income Children's Literacy Achievement from Kindergarten to Grade 8: A Meta-analysis of Classroom and Home Interventions." *Review of Educational Research,* 83(3): 386-431. doi:10.3102/0034654313483906

Articles under Review

Quinn, David M., and Q. Tien Le* (revise & resubmit). "Comparing the Seasonal Dynamics of Test Score Gaps across Two ECLS-K Cohorts: Are We Trending toward More, or Less, Inequality over the School Year and Summer?"

Cooc, North, and **David M. Quinn.** (revise & resubmit). "Early Elementary School Children with Disabilities in the Summer: A Seasonal Analysis of Disparities in Academic Achievement."

Quinn, David M., and Ashley Stewart.* (under review). "Examining the Racial Attitudes of White PreK-12 Educators."

Kane, Thomas J., David Blazar, Hunter Gehlbach, Miriam Greenberg, **David M. Quinn**, and Daniel Thal. (under review). "Substituting Teacher-collected Video for Formal Classroom Observations: An Experimental Evaluation."

*indicates student co-author

Working Papers

Guryan, Jonathan, James S. Kim, Lauren L. Capotosto, **David M. Quinn,** Helen C. Kingston, Lisa Foster, and North Cooc. (2015). "Can a Scaffolded Summer Reading Intervention Reduce Socioeconomic Gaps in Children's Reading Comprehension Ability and Home Book Access? Results from a Randomized Experiment." *Northwestern University Institute for Policy Research Working Paper.*

Guryan, Jonathan, James S. Kim, and **David M. Quinn**. (2014). "Does Reading During the Summer Build Reading Skills? Evidence from a Randomized Experiment in 463 Classrooms." *NBER Working Paper 20689.*

Book Chapters and Research Reports

Kingston, Helen Chen, James S. Kim, Mary Burkhauser, Bethany Mulimbi, and **David M. Quinn** (forthcoming). "Does the Quality of Children's Oral Retellings of Narrative and Informational Texts Predict Transfer to Standardized Reading Comprehension Tests?" in Ageliki Nicolopoulou and Edy Veneziano (Eds), "Narrative, literacy, and other skills: Studies in intervention" Studies in Narrative series. John Benjamin Press.

Kane, Thomas J., Hunter Gehlbach, Miriam Greenberg, **David Quinn**, and Daniel Thal (2015). "The Best Forward Project: Substituting Teacher-Collected Video for In-Person Classroom Observations. First Year Implementation Report." *Center for Education Policy Research, Harvard University.*

Kim, James S., Kathleen Lynch, and **David M. Quinn** (2012). "K-8 Summer Math and Reading Programs: A Meta-analysis." *Paper prepared for the Belk Foundation on behalf of Communities In Schools (CIS), Durham, NC.*

WORKS IN PROGRESS

"Ordinal Approaches to Test Score Gap Decomposition" (with Andrew Ho)

"Seasonal Comparisons of Within- and Between-School Test Score Gap Changes"

"Teachers' Stereotypes and Implicit Biases: New Measures and Applications in Education."

"Framing Effects of Messages about the Black-White Achievement Gap."

GRANTS

Zumberge Individual Research Award, "Teachers' Stereotypes and Implicit Biases: New Measures and Applications in Education." Principal Investigator (2017-2018). $30,000.

AERA Research Grants, "Trends in Seasonal Dynamics of Test Score Gaps." Principal Investigator (2017-2018). $20,000

Rossier Research Award, "Framing Effects of Messages about the Black-White Achievement Gap." Principal Investigator (2017). $1,000.

AWARDS AND FELLOWSHIPS

Thomas B. Fordham Institute Emerging Education Policy Scholar (2018).

Harvard Graduate School of Education Presidential Fellowship. (2010-2015). $23,000 per year for 3 years

Harvard Graduate School of Education Dean's Summer Fellowship, "Teacher Networks, Social Capital, and Professional Learning: Effects and Moderators of a Teacher-Adapted Summer Literacy Intervention." Principal Investigator. (2015). $3,000.

Harvard Graduate School of Education Dean's Summer Fellowship, "Kindergarten Black-White Test Score Gaps." Principal Investigator. (2014). $3,000.

Harvard Graduate School of Education Dean's Summer Fellowship, "Black-White Summer Learning Gaps." Principal Investigator. (2013). $3,000.

PRESENTATIONS

Academic Conferences

Quinn, David M. (2018). "Within-And Between-School Contributions to Black-White Test Score Gap Changes during School and Summer Vacation: Evidence of the Effects of Differential School Quality by Race." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2018.

Quinn, David M., & Ashley Stewart.* (2018). "Examining the Racial Attitudes of White PreK-12 Educators." Paper accepted to the Annual Meeting of the American Educational Research Association, New York, NY, Spring 2018.

Quinn, David M., and Q. Tien Le* (2018). "Comparing the Seasonal Dynamics of Test Score Gaps across Two ECLS-K Cohorts: Are We Trending toward More, or Less, Inequality over the School Year and Summer?" Paper accepted to the Annual Meeting of the American Educational Research Association, New York, NY, Spring 2018.

Quinn, David M., and Andrew D. Ho (2017). "Ordinal Approaches to Decomposing Test Score Gaps." Paper presented at the Annual Meeting of the National Council of Measurement in Education, San Antonio, TX, Spring 2017.

Quinn, David M., and Andrew D. Ho (2017). "An Ordinal Approach to Decomposing Test Score Gaps." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2017.

Kim, James, Catherine Armstrong, and **David M. Quinn** (2017). "Impact of Differential Treatment Trajectories on Reading Growth." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2017.

Cooc, North, and **David M. Quinn** (2016). "Children with Disabilities in the Summer: A Seasonal Analysis of Disparities in Achievement." Paper presented at the Annual Meeting of the Association for Education Finance and Policy, Denver, CO, Spring 2016.

Quinn, David M., and James S. Kim (2016). "Predictors and Moderators of Teacher Learning and Changes in Practice: Evidence from a Randomized Trial of a Teacher-Adapted Literacy Program." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2016.

Kim, James, Mary Burkhauser, **David M. Quinn,** Helen Chen Kingston, and Jonathan Guryan (2016). "Scaling an Evidence-Based Summer Literacy Program: A Randomized Controlled Trial Examining Precursors to Scale in a Fidelity versus an Adaptive Implementation Approach." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2016.

Quinn, David M., North Cooc, and Joe McIntyre. (2015). "Seasonal Comparisons of School Year and Summer Test Score Gap Trends: New Evidence from Nationally Representative Data." Poster presented the Annual Meeting of the Association for Public Policy Analysis and Management, Miami, FLA, Fall 2015.

Quinn, David M. and North Cooc. (2015). "Science Achievement Gaps by Gender and Race in Elementary and Middle School: Trends and Predictors." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Quinn, David M. and Thomas Kane. (2015). "Effects of a Video-Based Teacher Observation Program on the De-privatization of Instruction." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kane, Thomas, Miriam Greenberg, Hilary Bresnahan, and **David M. Quinn.** (2015). "The Power of Shared Evidence: The Impact of Re-experiencing on Teacher Reception of Evaluative Feedback." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kim, James S., **David M. Quinn,** and Thomas G. White. (2015). "How Teacher Expectations and Parent Involvement Predict Children's Summer Reading Behaviors." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kim, James S., Jonathan Guryan, and **David M. Quinn.** (2015). "Scaling and Sustaining Effective Summer Literacy Reforms in High-Poverty Schools and Districts." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Quinn, David M., Kathleen Lynch, and James S. Kim, (2014). "Replicating the Moderating Role of Income Status on Summer School Effects across Subject Areas: A Meta-Analysis." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2014.

Quinn, David M. (2014). "Kindergarten Black-White Test Score Gaps: Replicating and Updating Previous Findings with New National Data." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2014.

Quinn, David M. (2014). "Black-White Summer Math Gap Trends: The Sensitivity of Estimates to Various Reasonable Representations." Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Quinn, David M. (2014). "Randomized trials of teacher professional development programs: The alignment of research methods with content." Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Sherer, David G, Ebony N. Bridwell-Mitchell, and **David M. Quinn.** (2014). "Institutional Complexity and the Multiple Reform Logics of Teacher Communities in U.S. Public Schools." Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Kim, James S., North Cooc, and **David M. Quinn.** (2013). "How teacher-scaffolded summer reading improves different components of reading comprehension: Lessons from two experimental studies." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2013.

Kim, James S. and **David M. Quinn.** (2012). "A meta-analysis of K-8 summer reading interventions: The role of socioeconomic status in explaining variation in treatment effects." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2012.

Invited and Other Presentations

Quinn, David M. (2016). "Seasonal Dynamics of Academic Achievement Inequality by Socioeconomic Status and Race/ethnicity: Updating and Extending Past Research with New National Data" Invited presentation, Stanford University Graduate School of Education, January 2016.

Quinn, David M., and North Cooc (presenter). (2015). "Science Achievement Gaps by Gender and Race/ethnicity in Elementary and Middle School: Trends and Predictors." Invited presentation, Stanford University Graduate School of Education, October 2015.

Quinn, David M. (2015). "Fidelity versus Flexibility: Experimental Predictors and Moderators of Teacher Outcomes in a Literacy Intervention." Paper presented at the Harvard Graduate School of Education EPPE Seminar Series.

Quinn, David M. (2015). "Black-white summer learning gaps: Interpreting the variability of estimates across representations." Invited presentation for RAND Corporation and the Wallace Foundation, Washington, DC, June 2015.

Greenberg, Miriam, **David M. Quinn,** Tamika Guishard, and Jason Lange. (2015). "Video Technology: The End of Privatized Instruction?" Presentation at South by Southwest Education, Austin, TX, March 2015.

Quinn, David M. (2014). "Kindergarten Black-White Test Score Gaps: Replicating and extending previous findings with new national data." Paper presented at the Harvard Graduate School of Education EPLIP/HDE Seminar Series.

TEACHING

EDPT 652: Multiple Regression (PhD)

EDUC 719: The Policies and Politics of Education Governance (EdD)

PROFESSIONAL SERVICE

Editorial Board

AERA Open (2017-Present)

Ad Hoc Peer Review

American Educational Research Journal, AERA Open, American Journal of Education, American Sociological Review, Child Development, Economics of Education Review, Education Finance and Policy, Educational Researcher, Journal of the Royal Statistical Society, National Science Foundation (grant review), Social Forces, Sociology of Education, Sage Open (Guest Editor), Sociological Forum, Social Science Research

RELATED EMPLOYMENT

Teach For America – Las Vegas Valley, Las Vegas, NV 2008-2010
Program Director

Quannah McCall Elementary School/Teach For America, North Las Vegas, NV 2005-2008
Teacher, Fourth Grade and Third Grade

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