David D. Liebowitz

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Contact Information

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5267 University of Oregon
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Academic Appointments

University of Oregon College of Education
Associate Professor (2025–present)
Assistant Professor (2018–2025)
Program Director, M.S. in Education Policy & Leadership (2022–2023)

Affiliations

Faculty Affiliate, Center for Teaching and Learning, University of Oregon (2019–present)
Faculty Advisor, Strategic Data Project Fellowship, Center for Education Policy Research at Harvard University (2019–present)
Faculty Affiliate, HEDCO Institute for Evidence-Based Educational Practice, University of Oregon (2021–2025)

Education

Harvard Graduate School of Education
Ed.D., Educational Policy, Leadership and Instructional Practice, 2015
Ed.M., School Leadership, 2011
Ed.M., Learning and Teaching, 2008

Columbia University
B.A., English and Comparative Literature, 1999

Peer-Reviewed Articles

(*authors listed in alphabetic order; †student co-author)

Bartanen, B., Husain, A.N., **Liebowitz, D.D.** & Rogers, L.K. (2024). The returns to experience for school principals. *American Educational Research Journal., 61*(5), 1030–1073. doi.org/10.3102/00028312241266216*

Bartanen, B., Husain, A.N. & **Liebowitz, D.D.** (2024). Rethinking principal effects on student outcomes. *Journal of Public Economics, 234*(105115). doi.org/10.1016/j.jpubeco.2024.105115*

Hill, D.V., Hughes, R.P., Lenard, M.A., **Liebowitz, D.D.** & Page, L.C. (2023). New schools and new classmates: The disruption and peer group effects of school reassignment. *Economics of Education Review, 92*(102316). doi.org/10.1016/j.econedurev.2022.102316*

**Recipient of 2022 *Economics of Education Review* Best Paper Award

Liebowitz, D.D. & Porter, L.† (2022). Descriptive evidence on school leaders' prior professional experiences and instructional effectiveness. *Leadership and Policy in Schools, 23*(2), 409–433. doi.org/10.1080/15700763.2022.2160359

Liebowitz, D.D. (2022). Teacher evaluation for growth and accountability: Under what conditions does it improve student outcomes? *Harvard Educational Review, 92*(4), 533–565. doi.org/10.17763/1943-5045-92.4.533

Liebowitz, D.D., Porter, L.† & Bragg, D. (2022). The effects of higher-stakes teacher evaluation on office disciplinary referrals. *Journal of Research on Educational Effectiveness, 15*(3), 475–509. doi.org/10.1080/19345747.2021.2015496

**Recipient of 2022 *Journal of Research on Educational Effectiveness* Outstanding Article Award

Liebowitz, D.D. (2021). Teacher evaluation for accountability and growth: Should policy treat them as complements or substitutes? *Labour Economics, 71*(August), 102024. doi.org/10.1016/j.labeco.2021.102024

Liebowitz, D.D. & Porter, L.† (2019). The effect of principal behaviors on student, teacher and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research, 89*(5), 785–827. doi.org/10.3102/0034654319866133

Liebowitz, D.D. (2018). Ending to what end: The impact of the termination of court-desegregation orders on residential segregation and school dropout rates. *Educational Evaluation and Policy Analysis, 40*(1), 103–128. doi.org/10.3102/0162373717725804

Liebowitz, D.D. & Page, L.C. (2014). Does school policy affect housing choices? Evidence from the end of desegregation in Charlotte-Mecklenburg. *American Educational Research Journal, 51*(4), 671–703. doi.org/10.3102/0002831214541046*

Works in Progress

Principal effects on high-school and post-secondary outcomes. (with Brendan Bartanen)*

Who are the students schools frequently suspend? (with Havisha Khurana)†

How principals shape teacher racial composition (with Brendan Bartanen and Elc Estrera)

Other Writing

Garet, M.S., Stein, L.B., Eisner, R.C., Jones, K.T., Farmer, M.J., Mitrano, S., Gamse, B., Median, K. Rappaport, S. & **Liebowitz, D.D.** (2023). *School-Level Implementation of Continuous Improvement: 2023 Fall Report for the Bill & Melinda Gates Foundation's Networks for School Improvement (NSI) Initiative.* American Institutes for Research, Washington, DC. www.air.org/project/evaluation-networks-school-improvement-nsi-initiative

Liebowitz, D.D. (2023). Can a better understanding of how teacher evaluation works help improve its design? *Voices in Education: The Blog of Harvard Education Publishing.* hep.gse.harvard.edu/blog/2023/03/06/teacher-evaluation-design/

Carter III, J.S., Hughes, R.P., Lenard, M.A., **Liebowitz, D.D.** & Perera, R.M. (2023). Assessing integration in Wake County: Loud debate, but muted effects for students and schools. *Education Next, 23*(1), 8–15.*

OECD. (2021). A good start in uncertain times: Preparing teachers for a successful career. *OECD Education Policy Perspectives*, No. 28. OECD Publishing: Paris. [contributing author] https://doi.org/10.1787/0da6ced2-en

OECD. (2019). *Working and Learning Together: Rethinking Human Resource Policies for Schools.* OECD Publishing: Paris. [contributing author]. doi.org/10.1787/b7aaf050-en

Liebowitz, D.D., González, P., Hooge, E.H. & Lima, G. (2018). *OECD Reviews of School Resources: Portugal 2018.* OECD Publishing: Paris. doi.org/10.1787/9789264308411-en

OECD. (2018). *Responsive School Systems: Connecting Facilities, Sectors and Programmes for Student Success.* OECD Publishing: Paris. [contributing author]. doi.org/10.1787/9789264306707-en

Liebowitz, D.D. & Page, L.C. (2015). Residential choice as school choice: The impact of uni-

tary status in Charlotte-Mecklenburg. In Mickelson, R.A., Smith, S.S. & Hawn-Nelson, A. (Eds.), *Yesterday, today and tomorrow: School desegregation and resegregation in Charlotte.* Cambridge, MA: Harvard Education Press.*

Fullerton, J., **Liebowitz, D.D.** & Page, L.C. (2011). *A review of student achievement trends and the incidence of socioeconomic disadvantage in Wake County Public Schools.* Prepared for the Wake County Public School System. Center for Education Policy Research: Cambridge, MA.*

Koretz, D. & **Liebowitz, D.D.** (2010). Proficiency on New York State Assessments, New York State Education Department.

Bloom, J. Buckley, K., Cohodes, S., Kraft, M., **Liebowitz, D.D.**, Papay, J. & Viruleg, E. (2009). *Human Capital and Post-Secondary Attainment Strategies in the Charlotte-Mecklenburg Schools.* Prepared for the Charlotte-Mecklenburg Public School System. Center for Education Policy Research: Cambridge, MA.*

Presentations

(*italics indicate non-presenter*)
2025: *AEFP*
2024: AEFP, *APPAM*
2023: AEFP, APPAM
2022: AEFP, SREE, *APPAM*
2021: AEFP, SREE, APPAM (postponed to 2022)
2020: Oregon (Micro), SREE, AEFP, APPAM
2019: AEFP, Oregon (Education), Oregon (Micro), *APPAM*
2018: *AEFP*, *APPAM*, OECD
2017: OECD
2015: APPAM
2014: *APPAM*
2013: NYU (Wagner), Minnesota (Wilkins)
2011: APPAM

Grant Funding

Who Are the Students Schools Frequently Suspend?, University of Oregon Faculty Research Award, role: PI ($10,000).

Principals' Contributions to Student and Teacher Outcomes in Oregon, NAEd/Spencer Research Development Award 2021, role: PI ($5,000).

Networks for School Improvement Summative Evaluation, Bill and Melinda Gates Foundation, 10/2020-09/2022, role: Co-PI, PI: American Institutes for Research in the Behavioral Sciences (sub-contract: $147,638).

The Effects of Changing the Family Income and Academic Skill Levels of Students' Peers, Harvard Graduate School of Education Dean's Summer Fellowship. 06/2011-08/2011, role: PI ($3,000).

Fellowships and Honors

UO College of Education Excellence in Research, Early Career (2024)
Journal of Research on Educational Effectiveness Outstanding Reviewer Award (2023)
American Educational Research Journal Outstanding Reviewer Award (2022)
NAEd/Spencer Research Development Award (2021)
NAEd/Spencer Postdoctoral Fellowship Semi-Finalist (2021, 2022)
Gordon M. Ambach Fellow, New York State Education Department (2010)
Graduate Fellow, Center for Education Policy Research at Harvard University (2009-2011)
Harvard Presidential Scholar (2008-2011)
Summer Graduate Fellow, Education Pioneers (2008)

Media Coverage *The New York Times, Education Week, Chalkbeat, Observador, Charlotte Observer.*

Teaching Experience

University of Oregon
- EDLD 677: Ph.D. Research Seminar (F20)
- EDLD 650: Advanced Seminar in Educational Research Methods (W20, W22, W24)
- EDLD 642: Survey of U.S. Education Policy (F22, F23, F24)
- EDLD 632: Educational Policy Analysis (F18, F19, F20, W25)
- EDLD 311: Equity Leadership and Social Change (W19, W21)
- EDUC 643: Applied Statistics in Education and Human Services II (W23, W24 W25)
- EDUC 641: Applied Statistics in Education and Human Services I (F22, F23, F24)

Referee Service

Editorial Board Member:

American Educational Research Journal (2020-present)

Ad-Hoc Referee:

American Educational Research Journal (x15), *AERA Open* (x3), *British Journal of Educational Psychology* (x2), *Economics of Education Review* (x3), *Educational Evaluation and Policy Analysis* (x2), *Educational Policy*, *Educational Researcher* (x2), *Educational Administration Quarterly* (x2), *Journal of Educational Change, Journal of Research on Educational Effectiveness* (x3), *Journal of Social Policy, Leadership & Policy in Schools, Prevention Science, Review of Educational Research, School Effectiveness and School Improvement* (x2), RAND Education and Labor, Wallace Foundation, SREE Conference, AERA Conference

Professional Experience

2017–2018:	Analyst, Organisation for Economic Co-Operation and Development
2012–2017:	Principal, Chelsea Public Schools [License #: 452632]
2001–2007:	English Teacher, Boulder Valley School District
2000–2001:	Lead Instructional Designer, DigitalMed
1999–2000:	Content/Marketing Manager, bikestore.com

Languages

Stata, R, LaTeX, ArcGIS

English (native), French (professionally proficient), Spanish (proficient)