

Eric S. Taylor

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pre-prints and working papers available at www.tayloreric.com

Primary Academic Position

Harvard University, Graduate School of Education, 2015-present
Associate Professor, 2020-present
Assistant Professor, 2015-2020

Other Positions and Affiliations

National Bureau of Economic Research, Faculty Research Fellow, 2022-present
Coeditor, *Journal of Policy Analysis and Management*, 2021-present
CESifo, Research Network Fellow, 2015-present
Center for Education Policy Research, Harvard University, Affiliated Faculty, 2015-present

Education

Ph.D., Economics of Education, Stanford University, 2015
M.A., Economics, Stanford University, 2014
M.P.P., UCLA, 2006
B.S., Economics, Brigham Young University, 2004

Peer-Reviewed Publications

- “Does evaluation change teacher effort and performance? Quasi-experimental evidence from a policy of retesting students.” *Review of Economics and Statistics*, 2022, 104(3): 417–430. (with Esteban Aucejo and Teresa Romano) https://doi.org/10.1162/rest_a_00962
- “Teacher peer observation and student test scores: Evidence from a field experiment in English secondary schools.” *Journal of Labor Economics*, 2021, 39(4): 1155-1186. (with Simon Burgess and Shenila Rawal) <https://doi.org/10.1086/712997>
- “Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data.” *American Economic Journal: Economic Policy*, 2020, 12(1): 359-388. (with John Papay, John Tyler, and Mary Laski) <https://doi.org/10.1257/pol.20170709>
- “Teacher applicant hiring and teacher performance: Evidence from DC Public Schools.” *Journal of Public Economics*, 2018, 166: 81-97. (with Brian Jacob, Jonah Rockoff, Benjamin Lindy, and Rachel Rosen) <https://doi.org/10.1016/j.jpubeco.2018.08.011>
- “Skills, job tasks, and productivity in teaching: Evidence from a randomized trial of instruction practices.” *Journal of Labor Economics*, 2018, 36(3): 711-742. <https://doi.org/10.1086/696144>

- “Virtual classrooms: How online college courses affect student success.” *American Economic Review*, 2017, 107(9): 2855-2875. (with Eric Bettinger, Lindsay Fox, and Susanna Loeb) <https://doi.org/10.1257/aer.20151193>
- “The effects of class size in online college courses: Experimental evidence.” *Economics of Education Review*, 2017, 58: 68-85. (with Eric Bettinger, Chris Doss, Susanna Loeb, and Aaron Rogers) <https://doi.org/10.1016/j.econedurev.2017.03.006>
- “When inputs are outputs: The case of graduate student instructors.” *Economics of Education Review*, 2016, 52: 63-76. (with Eric Bettinger and Bridget Terry Long) <https://doi.org/10.1016/j.econedurev.2016.01.005>
- “Spending more of the school day in math class: Evidence from a regression discontinuity in middle school.” *Journal of Public Economics*, 2014, 114: 162-181. <https://doi.org/10.1016/j.jpubeco.2014.06.002>
- “The effect of evaluation on teacher performance.” *American Economic Review*, 2012, 102(7): 3628-3651. (with John Tyler) <https://doi.org/10.1257/aer.102.7.3628>
- “Information and employee evaluation: Evidence from a randomized intervention in public schools.” *American Economic Review*, 2012, 102(7): 3184-3213. (with Jonah Rockoff, Doug Staiger, and Tom Kane) <https://doi.org/10.1257/aer.102.7.3184>
- “Identifying effective classroom practices using student achievement data.” *Journal of Human Resources*, 2011, 46(3): 587-613. (with Tom Kane, John Tyler, and Amy Wooten) <https://doi.org/10.3368/jhr.46.3.587>

Working Papers

- “Employee evaluation and skill investment: Evidence from public school teachers.” NBER Working Paper No. 30687, 2022. <https://doi.org/10.3386/w30687>
- “Teachers’ use of class time and student achievement.” NBER Working Paper No. 30686, 2022. (with Simon Burgess and Shenila Rawal) <https://doi.org/10.3386/w30686>
- “Measuring returns to experience using supervisor ratings of observed performance: The case of classroom teachers.” NBER Working Paper No. 30888, 2023. (with Courtney Bell, Jessalynn James, and Jim Wyckoff) <https://doi.org/10.3386/w30888>
- “New technology and teacher productivity.” 2018.

Other Publications

- “Teacher evaluation and training.” in *The Handbook of the Economics of Education, Volume 7*, Eric Hanushek, Stephen Machin, and Ludger Woessmann eds., in-press, Amsterdam: Elsevier.
- “Can teacher evaluation programs improve teaching?” in *Getting Down to Facts II*, Susanna Loeb ed., 2018, Stanford, CA: Policy Analysis for California Education. (with Virginia Lovison)
- “Understanding human resources in broad-access higher education.” in *Remaking College: The Changing Ecology of Higher Education*, Mitchell Stevens and Michael Kirst eds., 2014, Stanford, CA: Stanford University Press. (with Susanna Loeb and Agustina Paglayan)
- “Can teacher evaluation improve teaching? Evidence of systematic growth in the effectiveness of midcareer teachers.” *Education Next*, 2012, 12(4): 78-84. (with John Tyler)
- “Evaluating teacher effectiveness: Can classroom observations identify practices that raise achievement?” *Education Next*, 2011, 11(3): 55-60. (with Tom Kane, John Tyler, and Amy Wooten)

“Using Student Performance Data to Identify Effective Classroom Practices.” *American Economic Review, Papers and Proceedings*, 2010, 100(2): 256-260. (with John Tyler, Tom Kane, and Amy Wooten) <https://doi.org/10.1257/aer.100.2.256>

Research Funding

Spencer Foundation, \$597,000, 2019-2022, “Exploring the development of teaching skills.” (with Jim Wyckoff and Courtney Bell)

Nuffield Foundation, £56,000, 2018-2019, “Characterising effective teaching.” (with Simon Burgess and Shenila Rawal)

Jacobs Foundation, \$80,000, 2016-2018, “Does teacher effort respond to evaluation?” (with Esteban Aucejo)

U.S. Department of Education, \$4,900,000, 2015-2020, “Using teacher evaluation data to drive instructional improvement: Evidence from the Evaluation Partnership Program in Tennessee.” (with John Papay, Ellen Goldring, Jason Grissom, and Nathaniel Schwartz)

Bill & Melinda Gates Foundation, \$472,000, 2013-2016, “Instructional feedback to improve teacher quality.” (with John Tyler and John Papay)

National Center for Teacher Effectiveness, Harvard University, \$86,000, 2010-2012, “Do Teacher evaluation systems improve teacher effectiveness? Evidence from Cincinnati.” (with John Tyler)

Professional Activities

Referee, Economics American Economic Journal: Economic Policy, American Economic Journal: Applied Economics, American Economic Review, American Economic Review: Insights, Economics of Education Review, Journal of Economic Behavior and Organization, Journal of Human Capital, Journal of Human Resources, Journal of Labor Economics, Journal of Policy Analysis and Management, Journal of Population Economics, Journal of Public Economics, Labour Economics, Review of Economic Studies, Review of Economics and Statistics, Quarterly Journal of Economics

Referee, Other American Education Research Journal, Developmental Science, Education Finance and Policy, Education Next, Educational Evaluation and Policy Analysis, Educational Researcher, Journal of Educational and Behavioral Statistics, Journal of Research on Educational Effectiveness

Reviewer National Science Foundation-Economics, Nuffield Foundation, Smith Richardson Foundation, Spencer Foundation, WT Grant Foundation

Fellowships and Recognition

Early Career Award, Association for Education Finance and Policy, 2020

Outstanding Predoctoral Fellow, Institute of Education Sciences, 2016

Spencer Foundation Dissertation Fellowship, 2014-2015

Fellow, IES Doctoral Training Program in Quantitative Education Policy Analysis, Stanford University, 2011-2015

Excellence in Teaching and Mentoring Award, Stanford University GSE, 2013

Thomas G. and Terry B. Eastman Fellowship, Stanford University, 2010

Presidential Management Fellows Finalist, 2006

Chancellor’s Service Award, UCLA, 2006

David and Marianna Fisher Fellowship, UCLA, 2005