

Etai Mizrav

Researcher, Consultant and Professor for Education Policy

EDUCATION

Ph.D in Education, George Washington University, Washington DC — 2024

Master of Public Policy, Georgetown University, Washington DC — 2014

Bachelor of Arts in Political Science, The Hebrew University, Jerusalem — 2012

WORK EXPERIENCE

Assistant Teaching Professor, Northeastern University, Arlington, VA—2024-Present

Teach Masters of Public Policy students, focusing on education policy, research methods, and related topics. Leverages expertise in these areas to enrich the educational experience of students, fostering an environment conducive to learning and growth.

Perform education policy and inequality research. Drawing from my extensive background in project leadership and grant applications, I spearhead research initiatives that aim to address educational inequality, alleviate teacher shortages, and promote diversity in the teacher workforce.

Public Policy and Education Consultant, Washington DC—2021-Present

Supported school systems in addressing issues of equity in education policy.

Conducted a study to explore educator shortages in Israel and advised senior leaders at the Israeli Ministry of Education on using the study to develop a national plan to address shortages.

Collaborated with the Joyce Foundation through a grant to support the Illinois State Board of Education (ISBE) in studying educator shortages and creating a plan to address them.

Senior Researcher, American Institutes for Research (AIR), Washington D.C — 2023-2024

Leads large evaluation projects as a project director, principal investigator, and other roles. An example of such projects is the evaluation of the state of Ohio's efforts to improve access to qualified teachers for disadvantaged students, as well as evaluation of the teacher evaluation system in Illinois.

Leads grant applications to secure federal, state, and foundation funding for evaluation projects and other initiatives related to educational inequality, alleviating teacher shortages, and diversifying the teacher workforce.

Adjunct Professor for Educational Inequality, Georgetown University McCourt School of Public Policy, Washington DC — 2023-2024

Teaches a thesis workshop class and guides Masters students in completing a quantitative, regression analysis-based thesis research project.

Teaches a class for students pursuing a Masters in Public Policy about the 21st-century drivers of educational inequality, including topics such as resource distribution, school segregation, teacher equity and diversity, and school accountability.

Senior Consultant, American Institutes for Research (AIR), Washington D.C — 2018-2021

Established AIR's expertise in diversifying the teacher workforce, addressing chronic teacher shortages, and combating systemic educational inequality. This included serving as a subject matter expert and presenter at 15 regional and national conferences and authoring briefs and 5 tools that received national recognition, such as the Educator Diversity Data Tool, the Talent Development Framework and Data Tool, and the READI Framework.

Served as a content expert on equity in education and human capital. Presented on behalf of AIR at national conferences, workshops, and webinars.

Manager, Education Policy and Equity, Office of the State Superintendent of Education (OSSE), Washington D.C —2014-2018

Led the design processes for K-12 state education policies, which included policy analysis and research, data analysis, policy drafting, and stakeholder engagement.

Utilized expertise in education policy, qualitative and quantitative analysis, with a specific focus on equity in education, the achievement gap, school segregation, and access to effective teachers.

Oversaw agency-wide efforts to develop long-term state-level policies on human capital. Authored the DC plan to address inequitable access to excellent educators, which was approved by the US Department of Education. Managed the implementation of the approved strategies, with a focus on recruitment, placement, professional growth, evaluation, retention, and school leadership.

Teacher Quality Data and Policy Research Fellow, The Education Trust, Washington, DC —2013-2014

Evaluated policies on equitable access to teachers, including interviews with state officials from 50 states and quantitative analysis of correlations between teacher effectiveness and poverty and minority rates.

Director of Staff and Operations, Peace Now; Israel —2010-2012

Directed Peace Now's (Israel's largest political advocacy group) national strategy, including managing a \$2M budget and 12 employees, executing national advocacy campaigns, and producing educational materials.

PUBLIC APPOINTMENTS

Advisory Committee, The Washington DC Research Collaborative, Washington, DC —2021-2022

Appointed by the Washington DC Council to serve in the inaugural advisory committee of the newly formed Research Practice Partnership (RPP), charged with determining course for educational research to inform improvement of the Washington DC school system.

RESEARCH INTERESTS

I conduct qualitative and quantitative research focused on educational policy and inequality. My primary focus is on uncovering the drivers of educational inequality in the 21st century. Specifically, I focus on areas such as school segregation, school choice and accountability, resource distribution, and equity in access to teachers, among others.

SELECT PEER-REVIEWED AND APPLIED RESEARCH PUBLICATIONS

Mizrav, E. (2023). Segregate, Discriminate, Signal: A Model for Understanding Policy Drivers of Educational Inequality. *Educational Policy* (5 Year IF 2.1), 37(2), 554-581.

Goldhaber, D., & Mizrav, E. (2023). Simulation Evidence on How Progression Through the Prospective Teacher Pipeline Affects Teacher Workforce Diversity. *Journal of Education Human Resources*, (aop), e20220040.

Goldhaber, D., & Mizrav, E. (2021). The Prospective Teacher Pipeline: Simulation Evidence on Levers to Influence Teacher Diversity. *CALDER Policy Brief*, 28.

Kimmel, L., Hayes, L., Holdheide, L., Mizrav, E., & Lachlan-Haché, L. (2022). Shifts in thinking: Understanding and addressing educator shortages in rural communities. In C. V. Meyers & M. J. Darwin (Eds.), *Rural school turnaround and reform: It's hard work!* (pp. 141).

Mizrav, E., & Lachlan-Haché, L. (2019). Flipping the Readiness Paradigm: Tailoring Programs to Address the Achievement Gap and Teacher Shortages in High-Need Schools Center on Great Teachers and Leaders at American Institutes for Research. Washington DC.

Mizrav, E. (2019). Decision Points: Defining, Calculating and Addressing Gaps in Access to Effective Educator, Considerations for States. Center on Great Teachers and Leaders at American Institutes for Research. Washington DC.

MANUSCRIPTS UNDER REVIEW

Mizrav, E. The Signaling Effect: Using Regression Discontinuity to Explore the Effects of School Ratings on School Segregation (Paper submitted for review in Educational Evaluation and Policy Analysis).

Mizrav, E., & Lachlan-Haché, L. What Works for Whom? Biases to Establishing an Equitable Evidence-Base in Education (Paper submitted for review in Equity & Excellence in Education).

WORKS IN PROGRESS

Mizrav, E., Comparing the Effects of Student Achievement and Growth Data on School Desirability and School Segregation (Expected submission for review in AERA Open in Spring 2024)

Mizrav, E., Distinguishing Residential and Educational Systemic School Segregation. (Expected submission for review in Educational Researcher in Summer 2024)

SELECT PRESENTATIONS

Mizrav, E. (2024). "The Signaling Effect: School Accountability Ratings and Educational Systemic School Segregation". To be presented at the Annual American Educational research Association (AERA) conference.

Mizrav, E. (2023). "Examination of Public School Quality Signaling and Its Effects on School Segregation: Evidence from Washington DC". Presented at the Association for Public Policy And Management (APPAM) conference.

Mizrav, E. (2021). "Segregate, Discriminate, Signal: A Model for Understanding Policy Drivers of Educational Inequality." Presented at the Association for Public Policy And Management (APPAM) conference.

Mizrav, E., & Lachlan-Haché, L. (2020). What Works for Whom? Biases to Establishing an Equitable Evidence-Base in Education Presented at the Annual American Educational research Association (AERA) conference.

Mizrav, E., & Lachlan-Haché, L. (2019) Flipping the Readiness Paradigm: Tailoring Programs to Address the Achievement Gap and Teacher Shortages in High-Need Schools. Presented at the Mentoring Institute, University of New Mexico, Albuquerque, NM.

SELECT AWARDED GRANTS AND CONTRACTS

Principal Investigator, Analyzing Teacher Shortages in Illinois and Michigan (The Joyce Foundation), \$280,000–2021-2024.

Principal Investigator, Analyzing Teacher Shortages in Israel (Israeli Ministry of Education), \$85,000–2022-2023.

Impact Study Lead Researcher, Evaluation of the Arizona Teacher Residency (U.S. Department of Education), \$1,000,000–2024-2027

Co-Investigator, Evaluation of Ohio Equitable Access to Teachers Initiative (Ohio Department of Education), \$200,000–2020-2021

Principal Investigator, Evaluation of School District Equity in Colorado Springs, \$230,000 (Colorado Springs School District 11)—2020-2021

Principal Investigator, Evaluation of School District Equity in Widefield School District (Widefield School District 3), \$220,000–2020-2021

AWARDS AND HONOR SOCIETIES

Edward Alexander Bouchet Graduate Honor Society for Diversity and Excellence in doctoral education, 2023.