

# Morgan S. Polikoff

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USC Rossier School of Education

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## Academic Appointments

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**Associate Professor of Education**, 2016-present

**Co-Faculty Director**, USC EdPolicy Hub, 2023-present

**Assistant Professor of Education**, 2010-2016

University of Southern California Rossier School of Education, Los Angeles, CA

## Education

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**Ph.D., Education Policy**, May 2010

Dissertation: *The Content of Instruction Under Standards-Based Reform*

Andrew Porter, Chair

University of Pennsylvania, Philadelphia, PA

**B.S., Mathematics**, summa cum laude, high distinction, University Honors, May 2006

Minor in Secondary Education

University of Illinois at Urbana-Champaign, Urbana, IL

## Publications

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\* publication with a Ph.D. student

† refereed or invited publication

## Books

Polikoff, M. (2021). *Beyond standards: The fragmentation of education governance and the promise of curriculum reform*. Harvard Education Press.

- Reviewed in *Journal of Education*, 203(3), 740-745.
- Reviewed in *Journal of School Choice*, 15(4), 671-674.
- Reviewed in *Education Next*, 21(4), 76-77.

## Articles in Peer-Reviewed Journals

\*Danielson, R. W., Sinatra, G. M., Dai, S., Seyranian, V., Heddy, B. C., Marsh, J. A., & Polikoff, M. S. (in press). The development and validation of the Elementary Activity Interest Measure. *Journal of Experimental Education*.

Stornaiuolo, A., Desimone, L., & Polikoff, M. (2023). 'The good struggle' of flexible specificity: Districts balancing specific guidance with autonomy to support standards-based instruction. *American Educational Research Journal*, 60(3), 521-561.

\*Silver, D., Polikoff, M., Saavedra, A., Haderlein, S., Rapaport, A., & Garland, M. (2022). The subjective value of postsecondary education in the time of COVID: Evidence from a nationally representative panel. *Peabody Journal of Education*, 97(3), 344-368.

- \*Aguilar, S., Silver, D., & Polikoff, M. S. (2022). Analyzing 500,000 TeachersPayTeachers.com lesson descriptions shows focus on K-5 and lack of Common Core alignment. *Computers and Education Open*, 3, 1-9.
- \*Polikoff, M. S., Silver, D., Garland, M., Saavedra, A. R., Rapaport, A., & Fienberg, M. (2022). The impact of a messaging intervention on parents' school hesitancy during COVID-19. *Educational Researcher*, 52(2), 156-159.
- \*Polikoff, M. S., Rabovsky, S., Silver, D., & Wolfe, R. (2021). The equitable distribution of opportunity to learn in math textbooks. *AERA Open*, 7(1), 1-18.
- \*Haderlein, S. K., Saavedra, A. R., Polikoff, M. S., Silver, D., Rapaport, A., & Garland, M. (2021). Disparities in educational access in the time of COVID: Evidence from a nationally representative panel of American families. *AERA Open*, 7(1), 1-21.
- \*Polikoff, M. S., & Silver, D. (2021). Identifying and distinguishing among teachers' supplementary curriculum use patterns using the Lasso. *Frontiers in Education*, 6, 1-15.
- \*Lê, Q. T., & Polikoff, M. S. (2021). The effects of English language development curriculum materials on students' English proficiency. *Sage Open*, 1-15.
- Savage, C., Hübner, N., Biewen, M., Nagengast, B., & Polikoff, M. S. (2021). Social studies textbook effects: Evidence from Texas. *AERA Open*, 7(1), 1-9.
- \*Marsh, J. A., Dhaliwal, T. K., Hall, M., & Polikoff, M. S. (2020). Civic engagement in education: Insights from California's Local Control Funding Formula. *Education Finance and Policy*, 15(4), 761-774.
- Hutt, E., & Polikoff, M. S. (2020). Toward a framework for public accountability in education reform. *Educational Researcher*, 49(7), 503-511.
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D. O., Carrell, S., Goldhaber, D., Harris, D. N., Hitch, R., Holden, K. L., & Kurlaender, M. (2020). Curriculum reform in the Common Core era: Evaluating math textbooks across six U.S. states. *Journal of Policy Analysis and Management*, 39(4), 966-1019.
- \*Polikoff, M. S., Campbell, S., Rabovsky, S., Koedel, C., Lê, Q. T., Hardaway, T., & Gasparian, H. (2020). The formalized processes districts use to evaluate mathematics textbooks. *Journal of Curriculum Studies*, 52(4), 451-477.
- †Polikoff, M. S. (2020). The present and future of alignment. *Educational Measurement: Issues and Practice*, 39(2), 18-20.
- Pak, K., Polikoff, M. S., Desimone, L. M., & García, E. S. (2020). The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reforms. *AERA Open*, 6(2), 1-15.
- Gershenson, S., Polikoff, M. S., & Wang, R. (2020). When paywall goes AWOL: The demand for open access education research. *Educational Researcher*, 49(4), 254-261.

- \*Polikoff, M. S., Gasparian, H., Korn, S., Gamboa, M., Porter, A. C., Smith, T., & Garet, M. S. (2020). Flexibly using the Surveys of Enacted Curriculum to study alignment. *Educational Measurement: Issues and Practice*, 39(2), 38-47.
- Fauth, B., Wagner, W., Bertram, C., Göllner, R., Roloff-Bruchmann, J., Lüdtke, O., Polikoff, M. S., Klusmann, U., & Trautwein, U. (2020). Don't blame the teacher? The need to account for student characteristics in evaluations of teaching quality. *Journal of Educational Psychology* 112(6), 1284-1302.
- \*Matewos, A. M., Marsh, J. A., McKibben, S., Sinatra, G. M., Lê, Q. T., & Polikoff, M. S. (2019). Teacher learning from supplementary curricular materials: Shifting instructional roles. *Teaching and Teacher Education*, 83, 212-224.
- Aguilar, S., Polikoff, M. S., & Sinatra, G. (2019). Refutation texts: A new approach to changing public misconceptions about education policy. *Educational Researcher*, 48(5), 263-272.
- †Hutt, E., & Polikoff, M. (2018). Reasonable expectations: A reply to Elmendorf and Shanshke 2018. *University of Illinois Law Review, Online* (Spring), 194-208.
- \*Wrabel, S. L., Saultz, A., Polikoff, M. S., McEachin, A., & Duque, M. (2018). The politics of the Elementary and Secondary Education Act waivers. *Educational Policy*, 32(1), 117-140.
- \*Polikoff, M. S., Lê, Q. T., Danielson, R., Sinatra, G., & Marsh, J. (2018). The impact of *Speedometry* on student knowledge, interest, and emotions. *Journal for Research on Educational Effectiveness*, 11(2), 217-239.
- \*Koedel, C., Li, D., Polikoff, M. S., Hardaway, T., & Wrabel, S. L. (2017). Mathematics curriculum effects on student achievement in California. *AERA Open*, 3(1), 1-22.
- \*Sinatra, G. M., Mukhopadhyay, A., Allbright, T. N., Marsh, J. A., & Polikoff, M. S. (2017). *Speedometry*: A vehicle for promoting interest and engagement through integrated STEM instruction. *Journal of Educational Research*, 110(3), 308-316.
- †Polikoff, M. S. (2017). Is Common Core working? And where does Common Core research go from here? Introduction to the special topic on Implementation and Preliminary Effects of the Common Core Standards. *AERA Open*, 3(1), 1-6.
- Polikoff, M. S. (2016). Evaluating the instructional sensitivity of four states' student achievement tests. *Educational Assessment*, 21(2), 102-119.
- \*Polikoff, M. S., Hardaway, T., Marsh, J., & Plank, D. (2016). Who is opposed to Common Core and why? *Educational Researcher*, 45(4), 263-266.
- Gottfried, M. A., & Polikoff, M. S. (2015). English Language Learner classmates and the classroom social skills of students with disabilities. *Teachers College Record*, 117(7), 1-40.
- Polikoff, M. S. (2015). How well aligned are textbooks to the Common Core Standards in mathematics? *American Educational Research Journal*, 52(6), 1185-1211.

- Polikoff, M. S., Desimone, L. M., Hochberg, E. D., & Porter, A. C. (2015). Mentor policy and the quality of mentoring. *Elementary School Journal, 116*(1), 77-102.
- \*Polikoff, M. S., Zhou, N., & Campbell, S. E. (2015). Methodological choices in the content analysis of textbooks for measuring alignment with standards. *Educational Measurement: Issues and Practice, 34*(3), 10-17.
- Polikoff, M. S. (2015). The stability of observational and student survey measures of teaching effectiveness. *American Journal of Education, 121*(2), 183-212.
- Seyranian, V., Sinatra, G. M., & Polikoff, M. S. (2014). Comparing communication strategies for reducing residential water consumption. *Journal of Environmental Psychology, 41*, 81-90.
- Polikoff, M. S., & Porter, A. C. (2014). Instructional alignment as a measure of teaching quality. *Educational Evaluation and Policy Analysis, 36*(4), 399-416.
- Fulmer, G. W., & Polikoff, M. S. (2014). Tests of alignment among assessment, standards, and instruction using generalized linear model regression. *Educational Assessment, Evaluation, and Accountability, 26*(3), 225-240.
- Desimone, L. M., Hochberg, E., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2014). Formal and informal mentoring: Complementary, compensatory, or consistent? *Journal of Teacher Education, 65*(2), 88-110.
- \*Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2014). The waive of the future? School accountability in the waiver era. *Educational Researcher, 43*(1), 45-54.
- Porter, A. C., Polikoff, M. S., Barghaus, K. M., & Yang, R. (2013). Constructing aligned assessments using automated test construction. *Educational Researcher, 42*(8), 415-423.
- Polikoff, M. S., & Fulmer, G. W. (2013). Refining methods for estimating critical values for an alignment index. *Journal for Research on Educational Effectiveness, 6*(4), 380-395.
- \*Polikoff, M. S., & Struthers, K. S. (2013). Changes in the cognitive complexity of English instruction: The moderating effects of school and classroom characteristics. *Teachers College Record, 115*(8), 1-26.
- \*Polikoff, M. S., & Wrabel, S. L. (2013). When is 100% not 100%? The use of safe harbor to make Adequate Yearly Progress. *Education Finance and Policy, 8*(2), 251-270.
- Polikoff, M. S. (2013). Teacher education, experience, and the practice of aligned instruction. *Journal of Teacher Education, 64*(3), 212-225.
- Cravens, X. C., Goldring, E. B., Porter, A. C., Polikoff, M. S., Murphy, J., & Elliott, S. N. (2013). Setting proficiency standards for school leadership assessment: An examination of cut-score decision making. *Educational Administration Quarterly, 49*(1), 124-160.
- Polikoff, M. S. (2012). The redundancy of mathematics instruction in U.S. elementary and middle schools. *Elementary School Journal, 113*(2), 230-251.

- \*McEachin, A., & Polikoff, M. S. (2012). We are the 5%: Which schools would be held accountable under a proposed revision of the Elementary and Secondary Education Act? *Educational Researcher*, 41(7), 243-251.
- Polikoff, M. S. (2012). The association of state policy attributes with teachers' instructional alignment. *Educational Evaluation and Policy Analysis*, 34(3), 278-294.
- Gottfried, M. A., & Polikoff, M. S. (2012). A religious experience? Personal, parental, and peer religiosity and the academic success of sexual-minority youth using nationally representative samples. *Journal of LGBT Youth*, 9(3), 183-199.
- Polikoff, M. S. (2012). Instructional alignment under No Child Left Behind. *American Journal of Education*, 118(3), 341-368.
- Porter, A. C., & Polikoff, M. S. (2012). Measuring academic readiness for college. *Educational Policy*, 26(3), 394-417.
- Polikoff, M. S., Porter, A. C., & Smithson, J. (2011). How well aligned are state assessments of student achievement with state content standards? *American Educational Research Journal*, 48(4), 965-995.
- Polikoff, M. S. (2010). Instructional sensitivity as a psychometric property of assessments. *Educational Measurement: Issues and Practice*, 29(4), 3-14.
- Porter, A. C., Polikoff, M. S., Goldring, E., Murphy, J., Elliott, S. N., & May, H. (2010). Investigating the validity and reliability of the Vanderbilt Assessment of Leadership in Education. *Elementary School Journal*, 111(2), 282-313.
- Porter, A. C., Polikoff, M. S., Goldring, E., Murphy, J., Elliott, S. N., & May, H. (2010). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. *Educational Administration Quarterly*, 46(2), 135-173.
- Polikoff, M. S., May, H., Porter, A. C., Elliott, S. N., Goldring, E., & Murphy, J. F. (2009). An analysis of differential item functioning on the Vanderbilt Assessment of Leadership in Education. *Journal of School Leadership*, 19(6), 661-679.
- Porter, A. C., Polikoff, M. S., & Smithson, J. (2009). Is there a de facto national intended curriculum? Evidence from state content standards. *Educational Evaluation and Policy Analysis*, 31(3), 238-268.
- Porter, A. C., Polikoff, M. S., Zeidner, T., & Smithson, J. (2008). The quality of content analyses of state student achievement tests and state content standards. *Educational Measurement: Issues and Practice*, 27(4), 2-14.

## **Working Papers**

- Silver, D., Polikoff, M., Garland, M., Rapaport, A., Saavedra, A., & Fienberg, M. (2023). COVID-19 three years on: The evolution of caregiver concerns, child wellbeing, and availability of school-based recovery interventions.

Polikoff, M. S., Fienberg, M., Silver, D., Garland, M., Saavedra, A., & Rapaport, A. (2023). Who wants to say "gay?" Public opinion about LGBT issues in the curriculum.

Polikoff, M. S., Desimone, L. M., Porter, A. C., Garet, M. S., Stornaiuolo, A., Pak, K., Flores, N., Smith, T. M., Song, M., Fuchs, L. S., Fuchs, D., & Nichols, T. P. (2022). The enduring struggle of standards-based reform: Lessons from a national research center on college and career-ready standards.

### **Book Chapters, Briefs, Non-Peer Reviewed Articles, Technical Reports**

Polikoff, M. S., & Hutt, E. L. (forthcoming). The struggle to implement balanced assessment systems: Explanations and opportunities. *Study on implementation and use of balanced assessment systems*. National Academies Press.

Ho, A. D., & Polikoff, M. (forthcoming). Assessment for accountability in K-12 education. In L. L. Cook & M. J. Pitoniak (Eds.) *Educational Measurement (4<sup>th</sup> Edition)*.

Bruno, P., & Polikoff, M. (2023). *The effect of computer science course-taking on science outcomes in Chicago Public Schools*. The Learning Partnership. <https://doi.org/10.51420/report.2023.1>.

\*Polikoff, M., Clay, I., & Silver, D. (2023). *Beyond test scores: Broader academic consequences of the Covid-19 pandemic on American students*. Center on Reinventing Public Education.

Kaufman, J. H., Silver, D., Woo, A., Gittens, A. D., Polikoff, M., & Wang, E. L. (2023). *State curriculum reforms and their potential contribution to instructional system coherence: A case study of Rhode Island and Tennessee*. RAND.

Northern, A. M., & Polikoff, M. (2023). Are your teachers using subpar curriculum materials? *Educational Leadership*, 80(5), 14-20.

Polikoff, M., Silver, D., Rapaport, A., Saavedra, A., & Garland, M. (2022). *A House divided? What Americans really think about controversial topics in schools*. University of Southern California.

\*Hough, H., Marsh, J., Estrada-Miller, J., Polikoff, M., & Myung, J. (2022). *Assessing voters' and parents' perspectives on current threats to public education: The 2022 PACE/USC Rossier poll*. Policy Analysis for California Education.

Polikoff, M. (2022). Alignment. In S. Brookhart (Ed.), *Routledge resources online: Education*. <https://doi.org/10.4324/9781138609877-REE4-1>.

\*Polikoff, M., & Silver, D. (2022). *Both supply and demand for COVID-related academic and social interventions are insufficient to address the negative effects of the pandemic*. Urban Institute.

Polikoff, M. S. (2022). *Lessons for improving curriculum from the COVID-19 pandemic*. Center for Reinventing Public Education.

\*Wang, E. K., Silver, D., Kaufman, J. H., Polikoff, M., Woo, A., Gittens, A., & Clay, I. (2022). *English language arts systems in the first full year of COVID-19*. RAND.

- \*Silver, D., Fienberg, M., & Polikoff, M. (2022). *Support for mask and vaccine policies in schools falls along racial and political lines*. Urban Institute.
- Hough, H. J., Marsh, J., Myung, J., Plank, D., & Polikoff, M. (2021). *Californians and K-12 education amid COVID-19 recovery: Views from the 2021 PACE/USC Rossier Poll*. Policy Analysis for California Education.
- \*Polikoff, M., Wang, E. L., Haderlein, S. K., Kaufman, J. H., Woo, A., Silver, D., & Opfer, V. D. (2020). *Exploring coherence in English language arts instructional systems in the Common Core era*. RAND.
- \*Kho, A., Tong, T., Polikoff, M., & Silver, D. (2020). *ANet Breakthrough Results Fund impact report 1*. University of Southern California.
- \*Polikoff, M. S., Campbell, S., Korn, S., White, R., Wrabel, S., Hardaway, T., Gasparian, H., & Koedel, C. (2020). *Curriculum counts: Math and science textbook adoptions and effects*. USC Rossier School of Education Center on Education Policy, Equity and Governance.
- Polikoff, M. S., Hough, H. J., Marsh, J. A., & Plank, D. (2020). *Californians and public education: Views from the 2020 PACE/USC Rossier Poll*. Stanford University.
- Polikoff, M. S. (2020). Common standards aren't enough. *Education Next*, 20(2).
- \*Polikoff, M., & Korn, S. (2020). School accountability. In J. G. Dwyer (Ed.), *The Oxford handbook of children and the law* (pp. 521-550). Oxford University Press.
- \*Polikoff, M., Silver, D., & Kho, A. (2019). *ANet Breakthrough Results Fund year 1 implementation report*. University of Southern California.
- Polikoff, M., & Dean, J. (2019). *The supplemental curriculum bazaar: Is what's online any good?* Thomas B. Fordham Institute.
- Burch, P., McKibben, S., Marsh, J. A., & Polikoff, M. S. (2019). *Educational equity in greater L.A.: A research agenda in service to practice*. USC Rossier School of Education Center on Education Policy, Equity and Governance.
- Polikoff, M. S. (2019). *On growth models, time for California to show some improvement*. Policy Analysis for California Education.
- White, R. S., & Polikoff, M. S. (2019). *The properties of non-academic school performance measures*. Policy Analysis for California Education.
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D., Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K. L., & Kurlaender, M. (2019). *Learning by the book: Comparing math achievement growth by textbook in six Common Core states*. Center for Education Policy Research, Harvard University.
- Polikoff, M. S. (2019). *Gauging the revised California School Dashboard: Evidence from the 2019 PACE/USC Rossier voter poll*. Stanford University.

- Polikoff, M. S., Hough, H. J., Marsh, J. A., & Plank, D. (2019). *Californians and public education: Views from the 2019 PACE/USC Rossier Poll*. Stanford University.
- \*Polikoff, M., & Campbell, S. (2018). *Adoption, implementation, and effects of curriculum materials*. Massachusetts Department of Elementary and Secondary Education.
- \*Polikoff, M. S., Korn, S., & McFall, R. (2018). *In need of improvement? Assessing the California Dashboard after one year*. Stanford University.
- Koppich, J. E., Humphrey, D. C., Marsh, J. A., Polikoff, M., & Willis, J. (2018). *The Local Control Funding Formula after four years: What do we know?* Stanford University.
- \*Polikoff, M. S., Campbell, S. E., & Korn, S. A. (2018). Using quantitative and qualitative methods to study the content and effects of curriculum materials. In C. R. Lochmiller (Ed.), *Complementary research methods for educational leadership* (pp. 193-212). Palgrave MacMillan.
- Polikoff, M. S. (2018). The challenges of curriculum materials as a reform lever. *Brookings Evidence Speaks Reports*, 2(58), 1-11.
- Aguilar, S. J., Polikoff, M. S., & Sinatra, G. M. (2018). When public opinion on policy is driven by misconceptions, refute them. *Brookings Evidence Speaks Reports*, 2(36), 1-11.
- Edgerton, A., Polikoff, M., & Desimone, L. (2017). How is policy affecting classroom instruction? *Brookings Evidence Speaks Reports*, 2(14), 1-9.
- Polikoff, M. S. (2017). Increasing the odds that policy reforms will improve performance. *The State Education Standard*, 17(2), 10-14.
- Polikoff, M. (2017). Why accountability matters, and why it must evolve. *Education Next*, 17(3).
- Koedel, C., & Polikoff, M. (2017). Big bang for just a few bucks: The impact of math textbooks in California. *Brookings Evidence Speaks Reports*, 2(5), 1-7.
- Doorey, N., & Polikoff, M. (2016). *Evaluating the content and quality of next generation assessments*. Thomas B. Fordham Institute.
- \*Marsh, J., Polikoff, M., Sinatra, G., Dhanatya, C., McKibben, S., Allbright, T., Danielson, R. Gasparian, H., Lê, Q. T., Mukhopadhyay, A., & Young, T. (2015). *Promoting STEM interest, enjoyment, and learning through standards-aligned curriculum and play: Speedometry evaluation final technical report*. University of Southern California Rossier School of Education.
- Doorey, N., & Polikoff, M. (2015). *Evaluation of the Massachusetts Comprehensive Assessment System (MCAS) and the Partnership for the Assessment of Readiness for College and Careers (PARCC)*. Thomas B. Fordham Institute.
- \*Polikoff, M. S. & Zhou, N. (2015). *Using PIRLS data to investigate the relationship of teachers' instruction with students' out-of-school reading behaviours (Policy Brief. No. 8)*. IEA.



- Polikoff, M. S. (2015). Overcoming the challenges of choosing curriculum materials: A systematic approach to evaluating Common Core alignment. In J. A. Supovitz & J. P. Spillane (Eds.), *Challenging standards: Navigating conflict and building capacity in the era of the Common Core* (pp. 59-68). Rowman & Littlefield.
- Hochberg, E. D., Desimone, L. M., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2015). A hybrid approach benefits beginning teachers. *Phi Delta Kappan*, 96(8), 70-72.
- \*Polikoff, M., Marsh, J., Plank, D. N., Hall, M., Hardaway, T., & Lê, T. (2014). *Californians and public education: Results from the third PACE/USC Rossier poll*. Policy Analysis for California Education.
- \*Polikoff, M. S., & Wrabel, S. L. (2014). Adequate Yearly Progress. In D. Brewer & L. Picus (Eds.), *Encyclopedia of education economics and finance* (pp. 38-41). Sage.
- \*Polikoff, M. S., & Wrabel, S. L. (2014). Accountability, standards-based. In D. Brewer & L. Picus (Eds.), *Encyclopedia of education economics and finance* (pp. 6-11). Sage.
- Polikoff, M. S. (2014). Does the test matter? Evaluating teachers when tests differ in their sensitivity to instruction. In T. J. Kane, K. A. Kerr, & R. C. Pianta (Eds.), *Designing teacher evaluation systems: New guidance from the Measures of Effective Teaching project* (pp. 278-302). Jossey-Bass.
- \*Polikoff, M. S., & Campbell, S. E. (2014). [Review of the book *Getting teacher evaluation right: What really matters for effectiveness and improvement*, by L. Darling-Hammond]. *Teachers College Record*.
- Polikoff, M. S. (2014). *Common Core State Standards assessments: Challenges and opportunities*. Center for American Progress.
- \*Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2014). *Grading the No Child Left Behind waivers*. American Enterprise Institute.
- Polikoff, M. S. (2013). Teacher quality reforms. In M. W. McShane & F. Hess (Eds.), *Common Core meets the reform agenda* (pp. 54-75). Teachers College Press.
- \*Plank, D., Brewer, D., Polikoff, M., & Hall, M. (2013). *How Californians view education standards, testing, and accountability: Results from the third PACE/USC Rossier poll*. Policy Analysis for California Education.
- Polikoff, M. S., & McEachin, A. (2013). *Fixing the Academic Performance Index*. Policy Analysis for California Education.
- Porter, A. C., & Polikoff, M. S. (2009). National curriculum. In T. L. Good (Ed.), *21st century education: A reference handbook* (pp. 434-442). Sage.
- Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. (2008). *VAL-ED technical manual*. Vanderbilt University.

Porter, A. C., Goldring, E., Elliott, S. N., Murphy, J., Polikoff, M. S., & Cravens, X. C. (2008). *Setting performance standards for the VAL-ED assessment of principal leadership*. (ERIC Document No. ED505799).

Porter, A. C., & Polikoff, M. S. (October 2007). NCLB: State interpretations, early effects, and suggestions for reauthorization. *Social Policy Report*, 21(4), 1-15.

### **Notes, Op-Eds, Reviews, Editorials, etc.**

Polikoff, M. (2023, August 26). Why kids' learning loss from COVID hasn't improved. *The Messenger*.

Polikoff, M., & Saavedra, A. (2023, August 2). Many families don't know how much the pandemic harmed their child's learning; that's a problem. *EdSource*.

Polikoff, M. (2023, March 24). 40 years ago 'A Nation at Risk' warned of a 'rising tide of mediocrity' in U.S. schools – has anything changed? *The Conversation*.

Noguera, P., & Polikoff, M. (2023, January 17). Ending California's math wars requires leadership from Sacramento. *EdSource*.

Polikoff, M. (2022, November 14). Most Americans don't believe young kids should read or learn LGBTQ themes: That's why we must focus on helping queer kids feel supported and affirmed, and look toward non-school solutions. *The Hechinger Report*.

Polikoff, M., & Noguera, P. (2022, August 22). Parents' views of school violence: The other 'great resignation.' *The Hill*.

Noguera, P. A., & Polikoff, M. (2022, August 22). How we can finally end the 'math wars.' *Education Week*.

Riley, B., & Polikoff, M. (2021, May 28). The wrong roadmap for teaching American history. *The Hechinger Report*.

Polikoff, M. (2021, March 23). The big post-pandemic educational mess and what it will take to solve it. *LA Times*.

Polikoff, M., Wang, E., & Kaufman, J. (2021, March 2). The overlooked support teachers are missing: A coherent curriculum. *Education Week*.

Polikoff, M. (2020, November 12). The truth about returning to school? There's no easy answer. *The Hechinger Report*.

\*Polikoff, M., Silver, D., & Korn, S. (2020, August 4). What's the likely impact of COVID-19 on higher ed? *Inside Higher Education*.

\*Polikoff, M., Saavedra, A. R., & Korn, S. (2020, May 8). Not all kids have computers – and they're being left behind with schools closed by the coronavirus. *The Conversation*.

Polikoff, M., Lucido, J. A., & Posselt, J. R. (2019, March 15). Why meritocracy is a myth in college admissions. *The Conversation*.

Polikoff, M. (Fall/Winter 2018). Support beyond the paycheck: Retaining good teachers, attaining better outcomes. *USC Rossier at 100*.

Polikoff, M. S. (2016, March 22). An important policy question, and a sophisticated contribution to the literature. *AERA Open*. <http://ero.sagepub.com/content/1/4/2332858415607834.eletter>

Goldhaber, D., & Polikoff, M. (2015, March 23). History and logic to the rescue in reauthorizing No Child Left Behind. *The Hill*.

Polikoff, M. (2014). More 'pilot study' would not help rollout of the common standards. *Education Week*, 34(7), 24.

\*Polikoff, M., McEachin, A., Wrabel, S., & Duque, M. (2014). Fix the ESEA waivers before it's too late. *Education Week*, 33(6), 34-35.

Polikoff, M., & Smithson, J. (2010). Ways do exist to check alignment to standards. *Education Week*, 30(3), 31.

Porter, A. C., & Polikoff, M. S. (2009). The time for national content standards. *Education Week*, 28(35).

## Grants

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### Research Grants

**FEDCO**, "Preparing for district readiness," co-Investigator (Principal Investigator Patricia Burch), 2023-2024, \$150,000.

**William and Flora Hewlett Foundation**, "Opinion research on teaching controversial topics," co-Principal Investigator (Principal Investigator Anna Saavedra), 2023-2024, \$200,000.

**Cullen Foundation**, "Proposal to evaluate the Buffalo Urban Teacher Fellows Program," Investigator (Principal Investigator Amie Rapaport), 2023, \$80,000.

**USC Schaeffer-Peterson Pandemic Policy Research Fund**, "The long-term effects of COVID-19 and mitigation interventions on children's well-being: Implications for education policy and future economic productivity," co-Principal Investigator (Principal Investigator Anna Saavedra), 2023, \$173,125, supplemental \$10,000 for "Education survey convening".

**Bill and Melinda Gates Foundation**, "Research Partnership to Instrument OER Math," Co-Investigator (Principal Investigator Jennifer Hamilton), 2021-2023. \$88,000.

**Smith Richardson Foundation**, "Miseducated: How bad ideas are undermining education, and what parents can do about it," Principal Investigator, 2023-2024, \$139,872.

**National Institute of Child Health and Human Development R01**, "Neighborhood characteristics and neurodevelopment: Risk and protective factors, and susceptibility to stressors and school disruption during the COVID-19 pandemic," co-Investigator (Principal Investigator Daniel Hackman), 2022-2027, \$3,980,895.

**William and Flora Hewlett Foundation**, "Understanding America Study 2022: civic education and NSF RAPID3 administration supplement," co-Principal Investigator (Principal Investigator Anna Saavedra), 2022-2023, \$200,000.

**National Science Foundation**, "RAPID: The Impact of COVID on Children's Well-being in 2022: Continued Evidence from the Understanding America Study," co-Principal Investigator (Principal Investigator Anna Saavedra), 2022-2023, \$200,000.

**William and Flora Hewlett Foundation**, "The educational impact of COVID-19 on children and families," co-Principal Investigator (Principal Investigator Anna Saavedra), 2021-2022, \$55,000.

**National Science Foundation**, "RAPID: The Impact of COVID on American Education in 2021: Continued Evidence from the Understanding America Study," co-Principal Investigator (Principal Investigator Anna Saavedra), 2021-2022, \$198,148.

**National Science Foundation**, "RAPID: Exploring COVID and the Effects on U.S. Education: Evidence from a National Survey of American Households," co-Principal Investigator (Principal Investigator Anna Saavedra), 2020-2021, \$199,620.

**Bill and Melinda Gates Foundation**, supplement to "COVID-19: US Data Collection for Household Response and Impact Monitoring," Investigator (Principal Investigator Anna Saavedra), 2020, \$50,000.

**Bill and Melinda Gates Foundation**, "Characteristics of Coherent Instructional Systems and Their Relationship to Outcomes for Black, Latino, English Learner-designated, and Low-Income Students," co-Principal Investigator (co-Principal Investigators Julia Kaufman, V. Darleen Opfer, Elaine Wang), 2018-2022, \$2,300,000.

**Ballmer Group**, "AchievementNet Evaluation (subcontract from AchievementNet)," Principal Investigator (co-Principal Investigator Adam Kho), 2018-2022, \$259,215.

**International Baccalaureate**, "Student Pathways Through Middle School, High School and Into Postsecondary Education: MYP Student Outcomes in a Large US Public School District," co-Principal Investigator (Principal Investigator Anna Saavedra), 2018, \$65,000.

**Bill and Melinda Gates Foundation**, "Never Judge a Book by Its Cover, Use Student Achievement Instead," co-Principal Investigator (Principal Investigator Jon Fullerton), 2016-2018, \$762,059.

**Institute of Education Sciences**, "Center on Standards, Alignment, Instruction, and Learning (C-SAIL)," co-Principal Investigator (Principal Investigator Andrew C. Porter), 2015-2020, \$10,000,000.

**William T. Grant Foundation**, "Complex Equations: Algebra Instruction in the Common Core Era," Principal Investigator (co-Principal Investigator Thurston Domina), 2014-2017, \$447,503.

**Smith Richardson Foundation**, "Curriculum Adoptions and Effects on Student Achievement in California," co-Principal Investigator (co-Principal Investigator Cory Koedel), 2014-2016, \$159,992.

**National Science Foundation**, "An Online System for the Collection of Textbook Adoption Data," Principal Investigator, 2014-2016, \$299,942.

**Mattel Children's Foundation**, "USC-Mattel Speedometry Phase II District Wide Study and Direct Impact Partnership," co-Principal Investigator (co-Principal Investigators Gale Sinatra & Julie Marsh), 2014-2016, \$784,000.

**Smith Richardson Foundation**, "Making Standards-Based Reform Work: Textbook Alignment and the Common Core," Principal Investigator, 2013-2014, \$124,132.

**Mattel Children's Foundation**, "Innovative STEM Curriculum Using Hot Wheels," co-Principal Investigator (Principal Investigators Gale Sinatra & Julie Marsh), 2013-2014, \$230,000.

**National Institute of Child Health and Human Development R03**, "Teacher Practice and Peer Conduct: Classroom Effects on Outcomes for Special Needs Students," co-Principal Investigator (Principal Investigator Michael Gottfried), 2012-2014, \$161,100.

**Bill and Melinda Gates Foundation**, "Combining Multiple Measures of Teacher Effectiveness When Assessments Differ in Their Sensitivity to Instruction," Principal Investigator, 2012-2013, \$31,000.

**University of Southern California Advancing Scholarship in the Humanities and Social Sciences**, "Content and Instructional Strategies for Students with Special Needs," Principal Investigator, 2011-2012, \$20,000.

### **Other grants**

**California Community Foundation**, "Educational Equity in L.A.: A Research Agenda in Service to Practice," (with Julie Marsh & Patricia Burch), 2018-2020, \$100,000.

**Scholars Strategy Network Engaged Scholars Grant**, "California State Superintendent Policy Forum," (with Patricia Burch), 2018, \$1,000.

## **Awards and Special Training**

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### **Awards and Impact**

AERA Outstanding Public Communication of Education Research Award (2020)

USC Mentoring Award for faculty mentoring graduate students (2019)

AERA *Open* Outstanding Reviewer (2016, 2018, 2019, 2020)

USC Rossier Faculty Mentoring Award (2018)

AERA Early Career Award (2017)

*Educational Researcher* Outstanding Reviewer (2015)

Association of Teacher Educators Distinguished Research in Teacher Education award for article "Formal and informal mentoring: Complementary, compensatory, or consistent?" (2015)

Most-read article in an AERA journal in 2014 for "Instructional alignment as a measure of teaching quality" (2015)

*Educational Evaluation and Policy Analysis* Outstanding Reviewer (2013, 2014)

AERA Division L Outstanding Dissertation Award (2011)

## **Training**

Equality California Leadership Academy (2020)

AERA Institute on Statistical Analysis for Education Policy: Mathematics Education and Equity (2012)

IES Summer Training Institute on Cluster-Randomized Trials (2010)

AERA/Spencer Research Fellowship in Education and Adolescent Health (2008-2009)

University of Pennsylvania IES Pre-doctoral Fellow, Certificate of Advanced Studies in Education Sciences (2007-2010)

## **Selected Presentations**

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### **Selected Conference Presentations**

Silver, D., Polikoff, M., Garland, M., Rapaport, A., Saavedra, A., & Fienberg, M. (2023). *COVID-19 three years on: The evolution of caregiver concerns, child wellbeing, and availability of school-based recovery interventions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.

Polikoff, M. S., Fienberg, M., Silver, D., Garland, M., Saavedra, A., & Rapaport, A. (2023). *Who wants to say "gay?" Public opinion about LGBT issues in the curriculum*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.

Polikoff, M. (2021). *Academic achievement in 2021: Insights after more than a year of disrupted teaching and learning from research, practitioner, and policy perspectives*. Panelist at the annual conference of the California Educational Research Association.

Saavedra, A., & Polikoff, M. (2021). *The educational experiences of American families during the COVID-19 pandemic: Nationally representative panel survey evidence*. Paper presented at National Science Foundation DRK-12 grantees meeting.

Rabovsky, S. J., Kho, A., & Polikoff, M. (2021). *Higher education experiences in the time of COVID: Evidence from a nationally representative panel*. Paper presented at the annual conference of the Association for Education Finance and Policy.

Silver, D., Haderlein, S., Polikoff, M., Saavedra, A., Rapaport, A., & Garland, M. (2021). *Educational experiences of American families in the time of COVID: Evidence from a nationally*

- representative panel*. Paper presented at the annual conference of the Association for Education Finance and Policy.
- Haderlein, S. K., Silver, D., Saavedra, A. R., Polikoff, M. S., Rapaport, A., & Garland, M. (2021). *The impact of mainstream school accountability measures on alternative school enrollment*. Paper presented at the annual conference of the Association for Education Finance and Policy.
- Silver, D., & Polikoff, M. (2020). *Which teachers supplement their core curriculum and why?* Poster presented at the annual conference of the Association for Education Finance and Policy, Fort Worth, TX.
- Kho, A., Polikoff, M., & Rabovsky, S. (2020). *Trends in alternative school enrollment during the era of consequential accountability: A descriptive analysis*. Paper presented at the annual conference of the Association for Education Finance and Policy, Fort Worth, TX.
- Polikoff, M. (2020). *Measurement study: Developing new measures of the content of instruction*. Symposium presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC.
- Polikoff, M. (2019). *Standards, accountability, and instruction: What do we know? What do we need to know?* Symposium presented at the annual convention of the American Psychological Association, Chicago, IL.
- Gamboa, M., Polikoff, M., & McFall, R. (2019). *Alignment in U.S. history standards*. Paper presented at the annual conference of the American Educational Research Association, Toronto, ON.
- Polikoff, M. S., & Korn, S. (2019). *Who moves first? Using survival analysis to study the timing of Common Core curriculum adoption*. Paper presented at the annual conference of the Association of Education Finance and Policy, Kansas City, MO.
- Polikoff, M. S. (2018). *Reflections on a quarter century of standards-based reform*. Invited lecture at the annual conference of the American Educational Research Association, New York, NY.
- Blazar, D., Kane, T. J., Polikoff, M., Goldhaber, D., & Kurlaender, M. (2018). *Never judge a book by its cover: Evaluating mathematics textbooks against gains in student achievement*. Paper presented at the annual conference of the Association of Education Finance and Policy, Portland, OR.
- Campbell, S., & Polikoff, M. (2017). *Factors associated with the selection of curricular materials at the district level*. Paper presented at the annual conference of the Association for Education Finance and Policy, Washington, DC.
- Dhaliwal, T. K., Marsh, J., Hall, M., & Polikoff, M. (2017). *Civic engagement in California: Trends and tensions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Washington, DC.
- Desimone, L., Flores, N., Fuchs, L., Pak, K., Polikoff, M., Porter, S., & Song, M. (2016). *Initial findings from the Center on Standards, Alignment, Instruction, and Learning*. Panel presented at the Institute of Education Sciences 2016 Principal Investigators' Meeting, Washington, DC.

- Mukhopadhyay, A., Young, T. K., Marsh, J., McKibben, S., Lê, Q. T., Sinatra, G., & Polikoff, M. (2016). *Grappling with tensions of implementing new curriculum*. Poster presented at the annual conference of the American Educational Research Association, Washington, DC.
- Polikoff, M., Lê, Q. T., Danielson, R., Sinatra, G., & Marsh, J. (2016). *The impact of a NGSS-aligned curriculum on students' science knowledge*. Poster presented at the annual conference of the American Educational Research Association, Washington, DC.
- Sinatra, G., Danielson, R., Marsh, J., & Polikoff, M. (2016). *Promoting STEM interest and positive emotions in fourth grade girls and boys*. Paper presented at the annual conference of the American Educational Research Association, Washington, DC.
- Polikoff, M. (2016). *Assessing the assessments: Measuring the quality of new college and career-ready assessments*. Paper presented at the annual conference of the National Council of Measurement in Education, Washington, DC.
- Gasparian, H., Polikoff, M., Campbell, S., Hardaway, T., Wrabel, S., & Lê, Q. T. (2016). *Elementary mathematics textbook adoptions in California*. Poster presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Doorey, N., Polikoff, M., Klein, S., & Kirshner, D. (2016). *Assessing the assessments: Measuring quality for a new generation of state tests*. Panel presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Zhou, N., & Polikoff, M. (2016). *Instructional practices and students' motivation in reading: A quasi-experimental approach using PIRLS data*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Campbell, S., Polikoff, M., Gasparian, H., Hardaway, T., & Wrabel, S. (2016). *Using Texas textbook disbursement data to identify differences in district-level materials adoptions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Polikoff, M., Lê, Q. T., Danielson, R., Sinatra, G., & Marsh, J. (2016). *The impact of a NGSS-aligned curriculum on student content knowledge*. Paper presented at the annual conference of the Society for Research on Educational Effectiveness, Washington, DC.
- Campbell, S., & Polikoff, M. (2016). *District university partnerships to study Common Core*. Paper presented at the Southern California Professional Development Schools Fifth Annual Conference, Thousand Oaks, CA.
- Polikoff, M. S., Zhou, N., & Campbell, S. E. (2015). *Improving the feasibility of textbook content analyses without sacrificing data quality*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Polikoff, M. S. (2015). *What is in store for the Common Core? The politics and policy of implementation*. Panel discussion at the annual meeting of the Association for Education Finance and Policy, Washington, DC.



- Desimone, L. M., Hochberg, E., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2015). *Formal and informal mentoring: Complementary, compensatory, or consistent?* Paper presented at the Association for Teacher Educators annual conference, Phoenix, AZ.
- Polikoff, M. S. (2014). *The Common Core Standards and teacher quality reform*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Polikoff, M. S. (2014). *The alignment of textbooks to the Common Core*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Wrabel, S. L., Saultz, A., Polikoff, M., McEachin, A., & Duque, M. (2014). *The politics of the Elementary and Secondary Education Act waivers*. Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy, San Antonio, TX.
- Polikoff, M. S. (2014). *How well aligned are textbooks to the Common Core Standards in mathematics?* Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy, San Antonio, TX.
- Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2013). *The waive of the future: Accountability in the waiver era*. Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy, New Orleans, LA.
- Polikoff, M. S. (2013). *What matters more, the content or quality of instruction?* Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy, New Orleans, LA.
- Polikoff, M. S. (2013). *The stability of observational and student survey measures of teaching effectiveness*. Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy, New Orleans, LA.
- Polikoff, M. S. (2012). *Teacher training and the practice of aligned instruction*. Paper presented at the 2012 Annual Conference of the American Educational Research Association, Vancouver, BC.
- Polikoff, M. S. (2012). *Comparing the instructional sensitivity of state assessments and off-the-shelf measures of student learning: Evidence from the Measures of Effective Teaching project*. Paper presented at the 2012 Annual Conference of the National Council of Measurement in Education, Vancouver, BC.
- Polikoff, M. S., & Wrabel, S. L. (2012). *A safe harbor raises all boats: The use of alternative methods to make Adequate Yearly Progress*. Poster presented at the 2012 Annual Conference of the Association for Education Finance and Policy, Boston, MA.
- Polikoff, M. S. (2011). *Instructional alignment under No Child Left Behind*. Paper presented at the 2011 Annual Conference of the American Educational Research Association, New Orleans, LA.
- Polikoff, M. S. (2011). *State policy effects on instructional alignment*. Paper presented at the 2011 Annual Conference of the Association for Education Finance and Policy, Seattle, WA.

Polikoff, M. S., & Porter, A. C. (2010). *The role of state student achievement tests in standards-based reform*. Paper presented at the 2010 Annual Conference of the American Educational Research Association, Denver, CO.

Polikoff, M. S., Maynard, R., & Boruch, R. (2010). *Designing the impact evaluation component of a multi-arm trial of enhanced middle-school science curricula*. Paper presented at the 2010 Annual Conference of the American Educational Research Association, Denver, CO.

### **Selected Invited Presentations**

Polikoff, M. (2023). *The state of the American student: Fall 2023*. Webinar by the Center on Reinventing Public Education, Virtual.

Polikoff, M. (2023). *Case study: Curriculum controversies in U.S. schools*. Keynote at the USC Rossier Breakthrough Leadership Institute, Los Angeles CA.

Polikoff, M. (2023). *Going beyond standards*. Keynote at the Teaching Lab Annual Retreat, Los Angeles CA.

Polikoff, M. (2023). *A house divided? What Americans really think about controversial topics in schools*. Presentation at the Rossier Research Conference, Los Angeles CA.

Polikoff, M. S. (2023). *COVID, CRT, and current controversies: The state and federal education policy agenda in a divided America*. Presentation at the AASA National Conference on Education, San Antonio TX.

Polikoff, M. S. (2022). *Curriculum controversy: What do Americans really want children to learn in school?* Presentation at the Running the Store conference of AASA, The School Superintendent's Association, Napa, CA.

Polikoff, M. S. (2022). *A house divided?* Presentation to the Curriculum Matters Professional Learning Network, Virtual.

Polikoff, M. S. (2022). *The state role in supporting HQIM: Implications for standards implementation*. Presentation at the CCSSO Collaboratives Conference, Indianapolis, IN.

Polikoff, M. S. (2021). *College and career-ready standards: Are teachers implementing them in the classroom and are they improving student learning?* Invited webinar chair and panelist, Virtual.

Polikoff, M. S. (2021). *Understanding student learning in Fall 2021*. Invited webinar panelist, Los Angeles CA.

Polikoff, M. S. (2021). *Who's in charge? What we know about teachers' curriculum control and why it matters*. Presentation at the California Legislative Staff Education Institute, Virtual.

Polikoff, M. S. (2021). *From physical plant to mental health: What's the best use for American Rescue Plan education funds?* Invited webinar panelist, Los Angeles CA.

Polikoff, M. S. (2021). *Why bother with research: What founders need to know*. Presentation at EdTechWeek, Los Angeles, CA.

- Polikoff, M. S. (2020). *Californians and public education: Views from the 2020 PACE/USC Rossier Poll*. Presentation at the PACE Annual Conference, Sacramento, CA.
- Polikoff, M. S. (2019). *When voters are wrong, correct them: The powerful effect of refutation texts on people's policy beliefs*. Presentation to Education Scotland, Edinburgh, Scotland.
- Polikoff, M. S. (2019). *Reform by the book: Textbook effects in the Common Core era*. Presentation at the Harvard Strategic Data Project Convening, Boston, MA.
- Polikoff, M. S. (2019). *Curricular concerns: How to cover what gets taught*. Presentation at the Education Writers Association National Seminar, Baltimore, MD.
- Polikoff, M. S. (2019). *Californians and public education: Views from the 2019 PACE/USC Rossier Poll*. Presentation at the PACE Annual Conference, Sacramento, CA.
- Polikoff, M. S. (2018). *The challenges of curriculum materials as a reform lever*. Webinar presented to the Ohio Department of Education #MeetUpLearnMore series, Los Angeles, CA.
- Polikoff, M., Korn, S., & McFall, R. (2018). *Data systems to support continuous improvement*. Presentation at Getting Down to Facts II: Evidence to improve education in California, Sacramento, CA.
- Polikoff, M. S. (2018). *The challenges of curriculum materials as a reform lever*. Webinar presented on the Hunt Institute Intersection Webinar Series, Los Angeles, CA.
- Polikoff, M. S. (2018). *Studying the role of curriculum materials in American education*. Invited lecture at Sydney University, Sydney, NSW, Australia.
- Polikoff, M. S. (2018). *How to translate research to the public*. Presentation at the 71<sup>st</sup> Education Writers Association National Seminar, Los Angeles, CA.
- Polikoff, M. S. (2018). *Results from the January 2018 PACE/USC Rossier poll*. Presentation at the PACE Research and Policy Conference, Sacramento, CA.
- Picus, L., Polikoff, M., & Robles, D. (2018). *"Cast the net widely:" How one school improved their faculty search process to be more inclusive*. Presentation at USC Diversity and Inclusion Week, Los Angeles, CA.
- Polikoff, M. S. (2017). *Using curriculum materials to improve teaching and learning: Promise and peril*. Invited seminar at the University of Tübingen LEAD Retreat, Herrenberg, Germany.
- Polikoff, M. S. (2017). *Textbook research: Qualitative and quantitative evidence on textbook adoption and effects*. Invited seminar at the University of Chicago Education Workshop, Chicago, IL.
- Polikoff, M. S. (2017). *Textbook research: Studies on the adoption and effects of curriculum materials*. Invited seminar at the Boston University Education Research Seminar, Boston, MA.

- Polikoff, M. S. (2017). *Never judge a book by its cover: Building an evidence base on (open and closed) instructional materials*. Panel presented at the Harvard Strategic Data Project Annual Convening, Boston, MA.
- Polikoff, M. S. (2016). *Textbook adoption in California: Issues and evidence*. Presented at the Policy Analysis for California Education Sacramento Seminar, Sacramento, CA.
- Polikoff, M. S. (2016). *New opportunities for school accountability*. Panelist at the Manhattan Institute event America's education-accountability movement: Progress or retreat? New York, NY.
- Polikoff, M. S. (2016). *Accountability systems that drive statewide instructional improvement*. Presented at the Council of Chief State School Officers Implementing College and Career Standards Annual Summit and Workgroup Meeting, Los Angeles, CA.
- Polikoff, M. S. (2016). *How do the Common Core exams stack up?* Presented at the Education Writers Association Seminar on Teaching and Testing in the Common Core Era, Los Angeles, CA.
- Polikoff, M. S. & Thacker, A. (2016). *Discussion of PARCC/SBAC/ACT/MCAS alignment and assessment quality studies*. Presented at the Council of Chief State School Officers Technical Issues in Large Scale Assessment meeting, Los Angeles, CA.
- Polikoff, M. S. (2015). *Measuring and studying the alignment among instruction, curriculum, standards, and assessments*. Presentation at the ICFES VI International Seminar on Quality Education Research, Bogotá, Colombia.
- Polikoff, M. S. (2015). *Up to standards? Studying the implementation of college and career-ready standards*. Presentation at the CEPA Lecture Series, Stanford Graduate School of Education, Palo Alto, CA.
- Polikoff, M. S. (2015). *Lies, damn lies, and alignment: Studying instruction in the Common Core era*. Presentation at the Education Policy Colloquium Series, University of North Carolina Chapel Hill School of Education, Chapel Hill, CA.
- Polikoff, M. S. (2015). *Textbooks and Common Core: Out of sync?* Panelist at the Education Writers Association National Seminar, Chicago, IL.
- Polikoff, M. S. (2014). *Assessment and accountability in the Common Core Era*. Panelist at the Maryland State Education Association Education Policy Forum, Annapolis, MD.
- Polikoff, M. S. (2014). *Studying the alignment of textbooks to the Common Core math standards*. Presented at the Association for Academic Publishers PreK-12 Learning Group Fall Policy Exchange, Washington, DC.
- Polikoff, M. S. (2013). *Fixing the Academic Performance Index*. Presented at the Policy Analysis for California Education Sacramento Seminar, Sacramento, CA.
- Polikoff, M. S. (2012). *No Child Left Behind: What now?* Presented at the Five-Star Coalition (Glendale, Burbank, Pasadena, South Pasadena, La Cañada) Community Forum for Public Education, Glendale, CA.

Polikoff, M. S. (2012). *Teachers and leaders: Challenges and opportunities for standards implementation*. Presented at the USC Center for Enrollment Research, Policy, and Practice Annual Meeting, Los Angeles, CA.

## **Selected *Beyond Standards* Book Promotion Events**

### *Book Talks*

- Nebraska Department of Education (2021)
- California Common Core Implementation Consortium (2021)
- Illustrative Mathematics (2021)
- American Institutes for Research (2021)
- White Board Advisors (2021)
- Association of State Supervisors of Mathematics (2021)

### *Podcasts*

- Principal Center Radio (2021)
- The American Enterprise Institute Report Card (2021)
- The Thomas B. Fordham Institute Education Gadfly Show (2021)

## **Selected Guest Lectures**

- University of Memphis, *Policy-Oriented Research*
- Vanderbilt University, *Politics and Governance in Education*
- George Mason University, *Education Policy: Process, Context, and Politics*
- University of North Florida, *Foundations of Research in Education*
- University of Pennsylvania, *K-12 Standards and Accountability*
- University of South Florida, *Education Policy: Literacy and Teacher Education*
- New York University, *Education and Social Policy*
- University of California Los Angeles, *The Educational Enterprise*
- University of North Carolina Chapel Hill, *Issues in Education Policy and Research*

## **Teaching Experience**

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\* indicates course development

EDPA 719	The Policies and Politics of Educational Governance	Ed.D.
EDPT 652*	Multiple Regression	Ph.D.
EDUC 522	Challenges in Urban Education: Accountability	Ed.D.
EDUC 658*	Hierarchical Linear Modeling	Ph.D.
EDUC 705*	Survey Design and Analysis	Ph.D.
EDUC 790	Directed Reading, <i>Survey Research Methods</i>	Ph.D.
EDUC 790	Directed Reading, <i>Methods Matter</i>	Ph.D.
EDUC 790	Directed Reading, <i>Schools as Organizations</i>	Ph.D.
EDUC 790*	Directed Reading, <i>The Theory and Practice of Item Response Theory</i>	Ph.D.
EDUC 790*	Directed Reading, <i>Principles and Practice of Structural Equation Modeling</i>	Ph.D.
EDUE 727	Research Methods 2	Ed.D.
GESM 131g*	Educational Access and Opportunity from Cradle to College	UG

## **Professional Service**

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### **Editorships**

- Co-Editor, *Educational Evaluation and Policy Analysis* (2018-2020)

- Associate Editor, *American Educational Research Journal* (2015-2018)
- Guest Editor, *AERA Open*, Special Topic: Implementation and Preliminary Effects of the Common Core Standards (2015-2016)

### **Editorial Boards**

- *AEPF Live Handbook of Education Finance and Policy Research* (2023-present)
- *Educational Researcher* (2015-present)
- *AERA Open* (2014-2022)
- *Educational Evaluation and Policy Analysis* (2012-2015)
- *Educational Administration Quarterly* (2011-2018)

### **Ad Hoc Peer Reviewer**

#### **2023**

- *Education Sciences; Educational Evaluation and Policy Analysis; Educational Measurement: Issues and Practice; Educational Policy; Journal of School Leadership; Foundation for Individual Rights in Education grants; Harvard University Press; Learning and Instruction; National Science Foundation National Center for Science & Engineering Statistics; Proceedings of the National Academy of Sciences; Professional Development in Education; Smith Richardson Foundation grants; Social Sciences; Springer Education and Social Sciences books*

#### **Previous years**

- *Action in Teacher Education; AERA Annual Conference; AERA Handbook of Education Policy Research; American Educational Research Journal; American Journal of Education; Association for Education Finance and Policy Annual Conference; Association for Public Policy and Management Fall Conference; CPRE reports; David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy; Early Childhood Research Quarterly; Economics of Education Review; Education Finance and Policy; Education Next; Education Policy Analysis Archives; Educational Assessment; Educational Assessment, Evaluation, & Accountability; Educational Psychology; Educational Researcher; Educational Studies; Elementary School Journal; Exceptionality; Harvard Education Press; International Journal of Education Policy and Leadership; International Journal of Public Opinion Research; International Journal of STEM Education; Journal for Research on Educational Excellence; Journal of Curriculum Studies; Journal of Economic Behavior and Organization; Journal of Educational and Behavioral Statistics; Journal of Educational Change; Journal of Experimental Psychology: Applied; Journal of Human Resources; Journal of Personality and Social Psychology: Attitudes and Social Cognition; Journal of Policy Analysis and Management; Journal of Teacher Education; Leadership and Policy in Schools; National Science Foundation EHR Core ad hoc review; Oxford University Press; Politics of Education Association Annual Yearbook; Publius; Race and Social Problems; Reading and Writing; School Effectiveness and School Improvement; Social Science Research; Society for Research on Educational Effectiveness Annual Conference; Swiss National Science Foundation; Teachers College Record; Teaching and Teacher Education; William T. Grant Foundation grants; William T. Grant Scholars*

### **External Review Committees**

- AERA Capstone Workshop faculty reviewer (2019)
- Association for Education Finance and Policy Program Committee (2017, 2018, 2022)
- AERA-Measures of Effective Teaching Dissertation Fellowship review committee (2014-2016)
- AERA Division L Curriculum and Instruction section chair (2014-15, 2015-16)

- National Science Foundation Research on Learning in Formal and Informal Settings (DRL) Review Committee (2012, 2015)
- AERA Division L Policy Report Award Committee (chair 2013, member 2012, 2014)
- Investing in Innovation (i3) Development Grants Tier II Reviewer (2010)

### **Advisory Boards and Other External Committees**

- National Science Foundation grant “Exploring the Validity of Three-Dimensional Assessments,” Cari Abell, Principal Investigator (2022-2026)
- Education Reform Now Task Force on the Future of Assessments (2020)
- Tennessee SCORE Accountability Working Group (2019-2020)
- Board of Directors, Data Quality Campaign (2019-present)
  - Vice Chair (2023-present)
  - Chair, Board Development Committee (2021-present)
- IES Technical Working Group, Implementation of Title I/II-A Program Initiatives (2019)
- Advisory Board, Evidence Based Education (2017-present)
- Vice President, Board of Directors, QEDU (2017-2020)
- AERA Research Advisory Committee (2017-2019)
- National Academy of Sciences, Engineering, and Medicine Committee on Developing Indicators of Educational Equity (2017-2019)
- Lead organizer (with Data Quality Campaign), *Day on the Hill* (2017)
- William L. Boyd National Education Politics Workshop mentor (2017)
- Alliance for Continuous Improvement for California Schools (2017)
- David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy Faculty Mentor (2017)
- Aspen Institute Program on Education & Society Senior Congressional Education Staff Retreat, “Early lessons from ESSA: State and district perspectives on progress and challenges” (2016)
- Texas Aspires (formerly Texas Institute for Education Reform) Policy Advisory Board (2015-2019)
- California State Superintendent’s Advisory Task Force on Accountability and Continuous Improvement (2015-2016)
- College Board Advisory Committee on accountability policy (2014)
- Brookings Meeting on Algebra/Geometry Assessments (2013)
- Institute of Education Sciences grant “Alignment Across K–12 Writing Standards, Assessments, Achievement, and Postsecondary Expectations: A State-by-State Analysis,” Gary Troia, Principal Investigator (2011-2014)

### **USC and Rossier School of Education Committees**

- USC Academic Senate Faculty Rights and Responsibilities Committee (2023-present)
- Rossier PhD governance committee (2023-present)
- USC Academic Senate Task Force on Faculty Councils co-chair (2022)
- USC Mentoring Award Selection Committee (2020, 2021)
- USC Committee on Academic Policies and Procedures (2019-present)
  - USC CAPP Petitions Panel (2020-present)
- Rossier Strategic Plan Task Force (2018-2022)
- Rossier Teaching Task Force (2018-2022)
- Rossier EdL application review (2018-present)
- Rossier Salary, Promotions, and Tenure Committee (2016-present)
- Rossier Tenure Track Faculty Annual Performance Reviews (2013-present)
- USC Price Grade Dispute Committee (2017-2020)

- USC Academic Senate (2017-2019)
- Rossier Faculty Council chair (2017-2019)
- Rossier Ad Hoc Awards Committee (2017-2019)
- Rossier Centennial Celebration Committee (2017-2019)
- Rossier magazine editorial board (2016-2019)
- Rossier EdL Governance Committee (2015-2019)
- Rossier Quantitative working group lead organizer (2013-2019)
- Assistant Dean for Research hiring committee (2018)
- Rossier Kickoff Planning Committee (2017)
- Rossier K-12 tenure-track hiring committee (2017)
- Rossier RTPC faculty review (2017)
- Rossier Diversity Task Force (2016-2017)
  - "Urban Education" definition planning committee (2017)
- Rossier Faculty Council co-chair (2016-2017)
- Rossier Research Lecture Series lead organizer (2014-2016)
- Rossier Faculty Council EDL Curriculum Review working group (2014-15)
- Rossier Ph.D. Dissertation of the Year review committee (2014)
- Rossier Ph.D. Alumni Survey subcommittee (2014)
- Rossier Mentoring committee (2012-2015)
- Rossier USC Hybrid High evaluation committee (2012-2013)
- Rossier Ph.D. Quantitative Methods subcommittee (2012-2013)
- Rossier Weintraub Faculty Prize selection committee (2011)

### **Expert Testimony**

- Missouri Advisory Committee of the U.S. Commission on Civil Rights (2023)

### **Postdoctoral Scholars Advised**

- Daniel Silver (2022-2023); USC Center for Economic and Social Research
- Shira Korn (2020-2021); Mathematica
- Michael Lawson (2019-2021); Kansas State University
- Rachel White (2017-2018); University of Tennessee-Knoxville
- Jessica Rodrigues (2017-2019); University of Missouri

### **Ph.D. Students Advised**

- Jacob Scollan-Rowley (2023-present)
- Michael Fienberg (2020-present)
- Isabel Clay (2020-present)
- Daniel Silver (2022)
- Sarah Rabovsky (2021)
- Martin Gamboa (2021)
- Paul Bruno (co-advised with Katharine Strunk, 2020)
- Shira Haderlein (Korn) (2020)
- Tenice Hardaway (2018)
- Shauna Campbell (2018)
- Nan Zhou (2018)
- Tien Le (2017)
- Stephani Wrabel (2016)
- Matt Duque (co-advised with Dominic Brewer, 2014)

### **Ph.D. Dissertation and Qualifying Exam Committees**



- Isabel Clay, QE (2023)
- Laurel Kruke, QE (2023)
- Karen Romero, QE (2023)
- Michael Fienberg, QE & dissertation (chair, 2023-24)
- Anamely Salgado, QE (2022)
- Daniel Silver, QE & dissertation (chair, 2021-22)
- Joe Kazemi [CUNY], dissertation (2021)
- Martin Gamboa, QE & dissertation (chair, 2018-21)
- Sarah Rabovsky, QE & dissertation (chair, 2018-21)
- Tasmin Dhaliwal, QE (chair, 2018)
- Shira Haderlein (Korn), QE & dissertation (chair, 2018-20)
- Paul Bruno, QE & dissertation (2018-20)
- Eddy Chi, QE & dissertation (2017-18)
- Liz Park, QE & dissertation (2017-18)
- Edward Cremata, QE & dissertation (2017-18)
- Shauna Campbell, QE & dissertation (chair, 2016-20)
- Sarfaraz Serang, QE & dissertation (2016-18)
- Tenice Hardaway, QE & dissertation (chair, 2016-18)
- Tièn Lê, QE & dissertation (chair, 2016-17)
- Nan Zhou, QE & dissertation (chair, 2016-17)
- Robert Danielson, QE (2016)
- Wanchanit Vongkulluksn, QE (2015)
- Daniel Almeida, QE (2015)
- Andrew LaFave, QE & dissertation (2015-16)
- Stephani Wrabel, QE & dissertation (chair, 2015-16)
- Richard Welsh, QE (2014)
- Elena Son, QE (2014)
- Kristen Fong, QE (2014)
- Danielle Williams, QE (2014)
- Holly Kosciwicz, QE (2014)
- Jenna Sablan, QE (2014)
- Andrea Bingham, QE & dissertation (2014-15)
- Shirley Parry, QE & dissertation (2014-15)
- Matt Duque, QE & dissertation (2013-14)
- Benjamin Heddy, QE & dissertation (2013-14)
- Andrew McEachin, QE (2011)

#### **Ed.D. Dissertations (\* = committee only)**

- Renee Walter-Akpan (2023)
- Stacy Nichols (2023)
- Shehnaz Wadhwanian (2023)
- Pete Bland (2023)
- Erik Lien (2023)
- Ray Franz (2023)
- Heidi Mickelsen (2023)
- David Keys (2023)
- Arielle Miller (2023)
- Preeti Raheja (2023)
- Zaia Vera (2023)
- Damon Rutledge (2022)

- Reham Ahmed (2022)
- Brandi Fletcher (2022)
- Sasha Reisisieh (2022)
- Shemena Shivers (2022)
- Yoselin Ventura (2022)
- Chris Brown (2022)
- Steven Spencer (2022)
- Sheree Claudio (2022)
- Jessie Garlinghouse (2022)
- Julie Reyes (2022)
- Ashley Sparks (2020)
- Jeremy Gerson (2020)
- Aime Black (2012)\*
- Aaron Peralta (2012)\*
- Alissa Levy (2012)\*

### **Other Advising**

- Brian Hall, AP Research Capstone, Half Hollow Hills High School West (2023)
- Gisela Contreras, AP Research Capstone, King City High School (2021)
- Fridaouss Nabine, USC Research Gateway Scholars Program, (2017)

### **Affiliations**

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Co-Faculty Director, USC EdPolicy Hub (2023-present)

Fellow, Center for Economic and Social Research, University of Southern California (2022-present)

Founder, The Answer Lab at USC Rossier, <https://theanswerlab.uscrossier.org/> (2018-2020)

Member, Scholars Strategy Network (2018-present)

Co-Director, University of Southern California Rossier School of Education Center on Education Policy, Equity and Governance (2017-2020)

Senior Fellow, Georgetown University Center on the Future of American Education, (2016-present)

Contributor, Brookings Institution *Evidence Speaks*, (2016-2018)

Social Innovation Faculty Fellow, University of Southern California Sol Price School of Public Policy (2015-2022)

Research Affiliate, University of Southern California Center on Educational Governance, (2010-2017)

### **Selected Consulting**

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**ProLiteracy**, Survey design and analysis, 2023

**Smarter Balanced**, Alignment study research design, 2023

**Center on Reinventing Public Education**, Evaluation of Oakland SEEDS program, 2023

**The Learning Partnership**, Computational thinking in Chicago Public Schools computer science courses, 2023

**Center on Reinventing Public Education**, Evidence Project 2, 2022-2023

**AchievementNet**, Core and Systems Model Measurement Design, 2021

**Los Angeles Education Partnership**, Evaluation plan development, 2020-2021

**Educators for Excellence**, *Voices from the (Virtual) Classroom: Los Angeles*, 2020

**Houghton Mifflin Harcourt**, Learning Sciences and Research Advisory Board, 2019-2020

**Thomas B. Fordham Institute**, Are High School English Teachers Choosing High-Quality Supplemental Materials?, 2019-2020

**CORE Districts**, Technical Advisory Group, 2018-2020

**Massachusetts Department of Elementary and Secondary Education**, policy brief on curriculum effectiveness and how curriculum materials are related to student achievement, 2018

**American Institutes for Research**, Study of the Alignment of NAEP with Current Generation State Assessments Based on College and Career Ready (CCR) Standards, 2017

**Achieve**, State Assessment Review Initiative Technical Advisory Committee, 2016-2020

**Thomas B. Fordham Institute**, Next Generation Assessments: Are They Aligned to the Common Core?, 2014-2016

**Spencer Foundation**, Evaluating the Quality of Universal Algebra Learning study, (Thad Domina, principal investigator), 2014-2017

**Bill and Melinda Gates Foundation**, Measures of Effective Teaching Project, Surveys of Enacted Curriculum sub-study, 2010-2012

## **Selected Media & Blogging**

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### **Personal Blog**

<http://www.morganpolikoff.com>

### **Selected Blogging and Podcasts**

Rotherham, A., & Polikoff, M. (2023, October 23). Morgan Polikoff is reading polls so you don't have to. *WonkyFolk* (podcast). <https://www.charterfolk.org/captivate-podcast/wonkyfolk-9/>.

Polikoff, M. (2023, April 6). Educators and research don't always speak the same language. Here's how to change that. *Classroom Q&A with Larry Ferlazzo*. <https://www.edweek.org/teaching->

[learning/opinion-educators-and-researchers-dont-always-speak-the-same-language-heres-how-to-change-that/2023/04.](#)

- Saavedra, A., Levinson, M., & Polikoff, M. (2022, October 20). Survey: Americans broadly support teaching about (most) controversial topics in the classroom. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2022/10/20/americans-broadly-support-teaching-about-most-controversial-topics-in-the-classroom/>.
- Polikoff, M., & Houston, D. M. (2022, September 6). Experts say kids are far behind after COVID; parents shrug. Why the disconnect? *The 74 Million*. <https://www.the74million.org/article/experts-say-kids-are-far-behind-after-covid-parents-shrug-why-the-disconnect/>.
- Silver, D., Saavedra, A., & Polikoff, M. (2022, August 16). Low parent interest in COVID-recovery interventions should worry educators and policymakers alike. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2022/08/16/low-parent-interest-in-covid-recovery-interventions-should-worry-educators-and-policymakers-alike/>.
- Polikoff, M. (2022, June 1). What the Florida CRT controversy means for the future of textbooks. *FutureEd*. <https://www.future-ed.org/what-the-florida-crt-controversy-means-for-the-future-of-textbooks/>.
- Saavedra, A., Rapaport, A., Polikoff, M., & Silver, D. (2021, December 16). Are fiery school-board meetings representative of all parents? *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2021/12/16/are-fiery-school-board-meetings-representative-of-all-parents/>.
- Silver, D., & Polikoff, M. (2021, December 6). With students back in school, latest data finds parental support for state testing rebounding. *The 74 Million*. <https://www.the74million.org/article/silver-polikoff-with-students-back-in-school-latest-data-finds-parental-support-for-state-testing-rebounding/>.
- Garland, M., Polikoff, M., & Saavedra, A. (2021, September 23). Concerns about child well-being during the 2020-21 school year were greatest among parents of remote learners. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2021/09/23/concerns-about-child-well-being-during-the-2020-21-school-year-were-greatest-among-parents-of-remote-learners/>.
- Polikoff, M. (2021, July 28). Concerned about school inequality? Write more about local control. *Phi Delta Kappan The Grade*. <https://kappanonline.org/polikoff-concerned-about-equity-write-about-local-control-russo/>.
- Saavedra, A. & Polikoff, M. S. (2021, June 14). Tutoring, summer school, pods — survey finds parents aren't so thrilled about most K-12 COVID recovery solutions on the table. *The 74 Million*. <https://www.the74million.org/article/analysis-tutoring-summer-school-pods-survey-finds-parents-arent-so-thrilled-about-most-k-12-covid-recovery-solutions-on-the-table/>.
- Saavedra, A., Polikoff, M., Silver, D., & Rapaport, A. (2021, March 23). Almost everyone is concerned about K-12 students' academic progress. *Brown Center Chalkboard*.

<https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/23/almost-everyone-is-concerned-about-k-12-students-academic-progress/>.

Haderlein, S. K., & Polikoff, M. S. (2020, December 23). For schools to open in Spring 2021, teachers and students need to mask up. *Education Next*. <https://www.educationnext.org/for-schools-to-open-spring-2021-teachers-students-need-to-mask-up/>.

Saavedra, A., Rapaport, A., Polikoff, M., Silver, D., Haderlein, S., & Garland, M. (2020, December 15). Evidence of COVID-19's impact on K-12 education points to critical areas of intervention. *The Evidence Base*. <https://healthpolicy.usc.edu/evidence-base/evidence-of-covid-19s-impact-on-k-12-education-points-to-critical-areas-of-intervention/>.

Rapaport, A., Saavedra, A., Silver, D., & Polikoff, M. (2020, November 18). Surveys show things are better for students than they were in the spring—or do they? *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/11/18/surveys-show-things-are-better-for-students-than-they-were-in-the-spring-or-do-they/>.

Silver, D., & Polikoff, M. (2020, November 16). Getting testy about testing—K-12 parents support canceling standardized testing this year. That might not be a good idea. *The 74 Million*. <https://www.the74million.org/article/silver-polikoff-getting-testy-about-testing-k-12-parents-support-canceling-standardized-testing-this-spring-that-might-not-be-a-good-idea/>.

Saavedra, A., Rapaport, A., Silver, D., Polikoff, M., Garland, M., & Haderlein, S. (2020, August 3). Parents' perspectives on the effects of COVID-19 on K-12 education, April-July 2020. *The Evidence Base*. <https://healthpolicy.usc.edu/evidence-base/parents-perspectives-on-the-effects-of-covid-19-on-k-12-education-april-july-2020/>.

Polikoff, M. (2020, July 23). Parent dissatisfaction shows need to improve school communication during coronavirus pandemic. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/23/parent-dissatisfaction-shows-need-to-improve-school-communication-during-coronavirus-pandemic/>.

Saavedra, A., Polikoff, M., Korn, S., Rapaport, A., & Garland, M. (2020, June 8). Beyond policing, we must also address black-white educational disparities. *Medium*. <https://medium.com/@asaavedr/beyond-policing-we-also-must-address-black-white-educational-disparities-697248a78acc>.

Polikoff, M. (2020, May 26). Who's learning under quarantine, who's not. *FutureEd*. <https://www.future-ed.org/whos-learning-under-quarantine-whos-not/>.

Polikoff, M. (2019, December 10). The supplemental curriculum materials bazaar. *Education Next*. <https://www.educationnext.org/supplemental-curriculum-bazaar-is-whats-online-any-good/>.

Polikoff, M. (2019, October 30). Results make the case against 'more of the same.' *Education Next*. <https://www.educationnext.org/make-2019-results-nations-report-card/>.

Polikoff, M. (2019, October 24). Racism comes home to roost. *Education Next*. <https://www.educationnext.org/what-to-expect-nations-report-card-predictions-2019-naep/>.

- Polikoff, M. (2019, February 25). What L.A. voters think about California schools. *Center on Education Policy, Equity and Governance*. <https://cepeg.usc.edu/what-l-a-voters-think-about-california-schools/>.
- Polikoff, M. (2019, January 22). California School Dashboard redux. *FutureEd*. <https://www.future-ed.org/california-school-dashboard-redux/>.
- Polikoff, M., & Conaway, C. (2018, September 25). Getting beyond 'Did it work?': Proposing a new approach to integrate research and policy. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2018/09/25/getting-beyond-did-it-work-proposing-a-new-approach-to-integrate-research-and-policy/>.
- Polikoff, M. S. (2018, July 23). How good statewide data and careful research on school textbooks can improve student learning. *Scholars Strategy Network*. <https://scholars.org/brief/how-good-statewide-data-and-careful-research-school-textbooks-can-improve-student-learning>.
- Polikoff, M. S. (2018, June 30). Here's what keeps high quality instructional materials out of the hands of teachers. *Education Gadfly*. <https://edexcellence.net/articles/heres-what-keeps-high-quality-instructional-materials-out-of-the-hands-of-teachers>.
- Polikoff, M. S. (2018, April 10). The 2017 NAEP results: Nothing to see here? *Education Next*. <http://educationnext.org/2017-naep-results-nothing-to-see-here/>.
- \*Polikoff, M., & Kennedy, K. (2018, March 8). Do voters want an A-F rating for schools? The answer is complicated AF. *Center on Education Policy, Equity and Governance*. <https://cepeg.usc.edu/do-voters-want-an-a-f-rating-for-schools-the-answer-is-complicated-af/>.
- Quinn, D. M., & Polikoff, M. (2017, September 13). Summer learning loss: What is it, and what can we do about it? *Brookings Institution Evidence Speaks*. <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>.
- Polikoff, M. (2017, July 24). The don't do it depository. *FutureEd*. <https://www.future-ed.org/work/the-dont-do-it-depository/>.
- Polikoff, M. (2017, July 7). Using research to drive policy and practice. *Evidence Based Education*. <http://evidencebased.education/research-drive-policy-practice/>.
- Polikoff, M. (2017, March 24). Should California accountability model set the bar for states? *FutureEd*. <https://www.future-ed.org/work/685/>.
- \*Polikoff, M., & Hardaway, T. (2017, March 16). Don't forget magnet schools when thinking about school choice. *Brookings Institution Evidence Speaks*. <https://www.brookings.edu/research/dont-forget-magnet-schools-when-thinking-about-school-choice/>.

- Polikoff, M. (2017, January 31). The SIG study reminds us: We need a little patience. *Flypaper*. Retrieved from <https://edexcellence.net/articles/the-sig-study-reminds-us-we-need-a-little-patience>.
- \*Korn, S., Gamboa, M., & Polikoff, M. (2016, November 3). Just how common are the standards in Common Core states. *The Center on Standards, Alignment, Instruction, and Learning*. <https://www.c-sail.org/resources/blog/just-how-common-are-standards-common-core-states>.
- Polikoff, M. (2016, October 6). An evidence-based, voter-approved policy agenda for education. *Brookings Institution Evidence Speaks*. <https://www.brookings.edu/research/an-evidence-based-voter-approved-policy-agenda-for-education/>.
- Polikoff, M. (2016, September 15). Parsing public opinion on policy. *Education Next*. <http://educationnext.org/parsing-public-opinion-on-policy/>.
- Polikoff, M. (2016, August 16). Counting 'proficient' students creates bad accountability. *On California*. [http://blogs.edweek.org/edweek/on\\_california/2016/08/counting\\_proficient\\_students\\_creates\\_bad\\_accountability.html](http://blogs.edweek.org/edweek/on_california/2016/08/counting_proficient_students_creates_bad_accountability.html).
- Polikoff, M. (2016, May 31). What drives Common Core opposition? *C-SAIL Blog*. <http://c-sail.org/common-core-opposition>.
- Polikoff, M. & Porter, A. (2016, March 23). Common Core explained. *The Conversation*. <https://theconversation.com/the-common-core-explained-56484>.
- Polikoff, M. (2016, March 15). Textbooks are important, but states and districts aren't systematically tracking them. *Brown Center Chalkboard*. <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/03/15-textbook-data-student-achievement-polikoff>.
- Polikoff, M. S., Duque, M., & Wrabel, S. (2016, February 8). A proposal for school accountability under ESSA. *Education Gadfly*. <http://edexcellence.net/articles/top-essadesign-proposals-morgan-polikoff-matthew-duque-and-stephani-wrabel-university-of>.
- Polikoff, M. S. (2015, February 23). On the instability of teacher effectiveness measures. *American Journal of Education Forum*. <http://www.ajeforum.com/on-the-instability-of-teacher-effectiveness-measures-by-morgan-polikoff/>.
- Polikoff, M. S. (2014, May 1). Seven challenges to getting the Common Core right. *EdSource Today*. <http://edsources.org/2014/seven-challenges-to-getting-the-common-core-right>.
- Polikoff, M. S. (2014, February 18). To save the Common Core, don't fear the moratorium. *Rick Hess Straight Up*. [http://blogs.edweek.org/edweek/rick\\_hess\\_straight\\_up/2014/02/to\\_save\\_the\\_common\\_core\\_dont\\_fear\\_the\\_moratorium.html](http://blogs.edweek.org/edweek/rick_hess_straight_up/2014/02/to_save_the_common_core_dont_fear_the_moratorium.html).
- Polikoff, M. (2013, September 5). On education polls and confirmation bias. *Shankerblog*. <http://shankerblog.org/?p=8789>.

Polikoff, M.S, & Di Carlo, M. (2013, May 23). The serious risks of rushing new teacher evaluation systems. *The Answer Sheet*. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/05/23/the-serious-risks-of-rushing-new-teacher-evaluation-systems/>.

Polikoff, M. (2012, October 9). For aligned instruction, state must have aligned standards/assessments. *Conditions of education in California*. <http://edpolicyinca.org/blog/aligned-instruction-state-must-have-aligned-standards-assessments>.

### **Selected Media Mentions and Podcasts**

Stanford, L. (2023, August 11). What California Gov. Newsom’s fight with a school district says about local control. *Education Week*.

Dale, M. (2023, August 10). The pandemic interrupted school for three years. How long will it take to fix the damage? *LAist*.

Fensterwald, J. (2023, August 7). Critics pan state’s justification for threatening Stanford education professor over breach of data contract. *EdSource*.

Closson, T. (2023, May 25). The surprising obstacle to overhauling how children learn to read. *New York Times*.

Wall, P., Pak-Harvey, A., & Binkley, C. (2023, March 10). Tutoring help reaches few students despite nationwide push. *Chalkbeat*.

Meckler, L. (2022, October 12). Poll finds sharp partisan divides over teaching LGBTQ issues. *Washington Post*.

Hawkins, B. (2022, October 12). Poll: Half of Americans know little about CRT, what’s actually taught in schools. *The 74 Million*.

Schwartz, S. (2022, October 12). Republicans and Democrats agree: High schools should teach ‘controversial’ topics. *Education Week*.

Vyse, G. (2022, January 16). Subtraction and division. What has the coronavirus pandemic done to America’s young students? Morgan Polikoff on learning loss, widening inequality, and their consequences for democratic life. *The Signal*.

Blad, E. (2021, April 23). As 100-day mark approaches, has Biden met his school reopening goal? And what comes next? *Education Week Politics K-12*.

Sparks, S. D. (2020, July 28). Parent racial, income divides seen on school reopening preferences. *Education Week Inside School Research*.

Schwartz, S. (2019, December 10). Poor-quality materials abound on lesson-sharing websites, report says. *Education Week Teaching Now*.

Sawchuk, S. (2018, June 29). Should states collect more information on the curricula districts use? *Education Week Curriculum Matters*.



- Fensterwald, J. (2018, February 5). Contrary to critics, parents tell pollster they find California's school dashboard useful. *EdSource*.
- Sparks, S. D. (2017, October 27). Researchers push Congress for better data sharing in education partnerships. *Education Week Inside School Research*.
- Barnum, M. (2017, May 1). New studies suggest choice of curriculum and textbooks can make a big difference for students. *The 74*.
- Stokes, K. (2017, January 5). Choose wisely: Some math books raise test scores more than others, research suggests. *KPCC*.
- Kamenetz, A. (2016, July 18). Here's an idea: Change the federal definition of student achievement. *nprEd*.
- Heitin, L. (2016, February 25). Textbook diversity may be increasing under Common Core. *Education Week*.
- Westervelt, E. (2015, October 28). Test scores are falling. Is the sky? *NPR*.
- Mantle, L. (2015, January 13). Imagining a world beyond standardized testing. *AirTalk*. KPCC-FM.
- Los Angeles Times* editorial board. (2014, May 14). Casting doubts on linking teacher evaluation to test scores. *Los Angeles Times*.
- McNeil, M. (2014, April 10). Many states left key NCLB flexibility on the table. *Education Week*.
- Gartner, L. (2014, March 10). Study: Despite claims, many textbooks not aligned to Common Core. *Tampa Bay Times*.