

JULIE ANN MARSH

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PROFESSIONAL EXPERIENCE

- 2010-present University of Southern California, Los Angeles, CA
- Professor, Rossier School of Education, 2018-present
 - Professor, Sol Price School of Public Policy, 2021-present
 - Faculty Director, Policy Analysis for California Education at USC, 2014-present
 - Co-Director, Center on Education Policy, Equity and Governance, 2017-present
 - Associate Professor, 2012-2018
 - Visiting Associate Professor, 2010-2012
- 2002-2012 RAND Corporation, Santa Monica, CA
- Adjunct Faculty, 2010-2012
 - Senior Policy Researcher, 2010-2010
 - Full Policy Researcher, 2006-2010
 - Associate Policy Researcher, 2002-2006
- 1998-2002 Research Assistant, Center for the Study of Teaching & Policy, Stanford University, CA
- 1996-1998 Research Analyst, SRI International, Menlo Park, CA
- 1995-1996 Research Associate, RPP International (formerly Berman Weiler Ass.), Emeryville, CA
- 1994-1995 Research Associate, UC Berkeley Service-Learning R&D Center, Berkeley, CA
- 1994-1995 Consultant, CalServe Office, California Department of Education, Sacramento, CA
- 1991-1993 State Issues Coordinator, Common Cause, Washington, DC

EDUCATION

- 2002 Ph.D., Administration and Policy Analysis, School of Education, Stanford University, CA
- 1995 MPP, Graduate School of Public Policy, University of California at Berkeley, CA
- 1990 B.A., with distinction, American Studies, Stanford University, CA

HONORS AND FELLOWSHIPS

- 2019 Faculty Teaching Award, USC Rossier School of Education
- 2019 Best Annual Meeting Paper Award, American Educational Research Association (AERA)
Organizational Theory SIG (*Kaleidoscope of School Options*, lead author)
- 2018 USC Faculty Mentoring Award, Mentoring Graduate Students
- 2018 The John Randolph Haynes and Dora Haynes Foundation Faculty Fellowship

2018	Publication of the Year, American Educational Research Association (AERA) Districts in Research and Reform SIG (<i>Challenges and choices</i> , lead author)
2017	Highly Commended Paper, Emerald Literati Network Award for Excellence (<i>Light touch, heavy hand</i> , co-author)
2012	Outstanding Policy report (<i>A Big Apple for Educators</i> , lead author), AERA Division L – Politics and Policy in Education
2003	Dissertation Award, AERA Division L – Politics and Policy in Education
2002	Outstanding Dissertation Award, AERA’s Family, School, Community Partnerships SIG
2001-2002	Spencer Foundation National Fellowship for Research Related to Education
1998-2001	Stanford School of Education Dissertation Fellowship
1990	Phi Beta Kappa, Stanford University

RESEARCH GRANTS AND CONTRACTS

CURRENT

Co-Principal Investigator (Doug Harris, PI: Katharine Strunk, Josh Cowen, Amy Ellen Schwartz, Co-PIs). National Center for Research on Education Access and Choice (REACH). U.S. Department of Education Institute of Education Science. (9/1/18 – 8/31/23). \$10,000,000.

Co-Principal Investigator (with Heather Hough). *Crisis Response and Recovery: The Role of Local Governance and Civic Capacity*. Stuart Foundation and Kabcenell Foundation (1/1/20-5/1/22). \$450,000.

COMPLETED

Co-Principal Investigator (with Morgan Polikoff, Tricia Burch). *Educational Equity in LA: A Research Agenda in Service to Practice*. California Community Foundation (7/1/18 – 6/30/21), \$100,000.

Co-Principal Investigator. (with Heather Hough). *PACE-CORE Accountability System Evaluation*. Bechtel Foundation (9/18/15 – 10/31/2019). \$441,488.

Co-Principal Investigator (with Gale Sinatra, Morgan Polikoff). *Speedometry: Randomized Control Trial of a Hot Wheels STEM Curriculum.* Mattel Children’s Foundation (7/1/14 – 6/30/19), \$1,171,000.

Co-Principal Investigator (with Katharine Strunk, Katy Bulkley, Doug Harris). *The New “One Best System”? Urban Governance and Educational Practice in the Portfolio Management Model*. Spencer Foundation (1/1/2016 – 8/31/2019). \$1,000,000.

Co-Principal Investigator (with LCFF Research Collaborative members). *Implementation of the Local Control Funding Formula*. William and Flora Hewlett Foundation, Stuart Foundation, and Kabcenell Foundation (6/1/16-7/31/19). \$1,105,000.

Co-Principal Investigator (with Katharine Strunk). *Shaping the future of teacher policy in California*. Walton Family Foundation (1/1/2016 – 12/31/2016), \$82,000.

Co-Principal Investigator (with Katharine Strunk). *A Five-Year Evaluation of the Los Angeles Unified School District (LAUSD) Teacher Incentive Fund Grant*. LAUSD (5/15/13 – 12/31/16), \$863,765.

Co-Principal Investigator (with Katharine Strunk). *Investigating Teacher Evaluation in New Orleans*. Education Alliance for New Orleans, Tulane University and Arnold Foundation (12/1/14 – 12/31/15), \$12,000.

Co-Principal Investigator (with Katharine Strunk). *Evaluation of LAUSD's Investing in Innovation (i3) Project, "Los Angeles' Bold Competition - Turning Around and Operating Its Low-Performing Schools."* U.S. Department of Education (7/1/10 – 9/30/14), \$791,000.

Co-Principal Investigator (with Gale Sinatra). *Speedometry: Developing and Evaluating a Hot Wheels STEM Curriculum.* Mattel Children's Foundation (6/1/13– 7/1/14), \$230,000.

Principal Investigator. *Bridging the Data-Practice Divide: How Coaches and Data Teams Work to Build Teacher Capacity to Use Data*. Spencer Foundation (3/31/2011-10/31/2013), \$347,456.

Principal Investigator (for the subcontract). *Decentralizing School Governance in LA: Stronger Social Ties among Principals, Teachers and Parents*. Spencer Foundation (1/1/2011-8/31/2013), \$26,139 (subcontract with UC Berkeley).

Co-Principal Investigator (with Brian Stecher). *Deregulating Education Finance in California: Focusing Flexible Resources on School Improvement?* William and Flora Hewlett Foundation, Stuart Foundation, and Kabcenell Foundation (12/1/2009 – 6/30/2012), \$500,000.

Principal Investigator. *Evaluation of New York City's Schoolwide Performance Bonus Program*. The Fund for Public Schools and National Center for Performance Incentives (2/1/2009 – 10/1/2011), \$800,000.

Co-Principal Investigator (with Jennifer McCombs). *Evaluating the Impact and Implementation of Middle School Reading Coaches*. Carnegie Corporation of New York (7/1/2006 - 8/31/2008), \$680,553. Task Leader. *Implementing Standards-Based Accountability*. National Science Foundation (11/01/2002 - 09/29/2008), (grant number REC-0228295) \$5,534,731.

Principal Investigator. *Scaling Up Education Reform at the District Level: Examining The Institute For Learning Contributions To School Reform*. William and Flora Hewlett Foundation (7/15/2002 - 10/31/2005), \$1,506,247.

Task Leader. *Evaluation of Edison Schools*. Edison Schools (2002-05), \$1,392,360.

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

* indicates publication with graduate students/postdoctoral fellows

Jabbar, H., Daramola, E.J.,* **Marsh, J.**, Enoch-Stevens, T.,* Alonso, J.* & Allbright, T.* (Forthcoming). Social Construction Is Racial Construction: Examining the Target Populations in School-Choice Policies. *American Journal of Education*

- Hashim, A.,* Bush-Mecenas, S.,* Strunk, K., & **Marsh, J.** (In Press). Inside the black box of school autonomy: How diverse school providers use autonomy for school improvement. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2020.1863433>
- Allbright, T.* & **Marsh, J.** (In Press) Policy narratives of accountability and social-emotional learning. *Educational Policy*. <https://doi.org/10.1177/0895904820904729>
- Dhaliwal, T.K., Daramola, E., Alonso, J., & **Marsh, J.** (2021). Educators' beliefs and perceptions of implementing restorative practices. *Education and Urban Society*. doi:[10.1177/00131245211048439](https://doi.org/10.1177/00131245211048439)
- Bulkley, K. E., Torres, A. C., Hashim, A. K., Woodward, S., **Marsh, J.**, Strunk, K. O., & Harris, D. N. (2021). From central office to portfolio manager in three cities: Responding to the principal-agent problem. *American Journal of Education*, 127: 597-626.
- Marsh, J.**, Allbright, T.,* Bulkley, K., Brown, D., Strunk, K., & Harris, D. (2021). The process and politics of educational governance change in New Orleans, Los Angeles, and Denver. *American Educational Research Journal*, 58(1):107-159. <https://doi.org/10.3102/0002831220921475>
- Marsh, J.** & Kennedy, K. * (2020) Possibilities and challenges: Conditions shaping educators' use of social-emotional learning indicators. *Teachers College Record*, 122(14), 1-28
- Marsh, J.**, Allbright, T. N. *, Bulkley, K. E., Kennedy, K. *, & Dhaliwal, T. K. (2020). Institutional logics in Los Angeles schools: Do multiple models disrupt the grammar of schooling? *American Journal of Education*, 126(4), 603-651.
- Marsh, J.**, Dhaliwal, T.*, Hall, M.,* & Polikoff, M. (2020). Civic engagement in education: Trends and tensions in California. *Education Finance and Policy*, 15(4), 761-774.
- Bush-Mecenas, S. *, **Marsh, J.**, Strunk, K.S., (2020). Guiding principals: Middle-manager coaching and human capital reform. *Teachers College Record*, 122(10).
- Allbright, T.*, **Marsh, J.**, Hall, Tobben, L. M.,* Picus, L., & Lavadenz, M. (2019). Conceptualizing equity in the implementation of California education finance reform. *American Journal of Education*, 125(2), 173-200.
- Allbright, T.*, Kennedy, K.*, **Marsh, J.**, Hough, H., McKibben, S. (2019). Social-emotional Learning Practices: Insights from outlier schools. *Journal of Research in Innovative Teaching & Learning*, 12(1), 35-52.
- Matewos, A.,* **Marsh, J.**, McKibben, S., Le, T.,* Polikoff, M., & Sinatra, G. (2019). Teacher learning for inquiry science instruction: Doubt, pedagogical discontentment, and self-reflection. *Teaching and Teacher Education*, 83, 212-224.
- Vongkulluksn, V.,* Matewos, A.,* Sinatra, G., & **Marsh, J.** (2018). Situational interest, self-efficacy, and achievement emotions during an elementary school makerspace program. *International Journal of STEM Education*, 5(43), 1-19.

- Marsh, J.** & Hall, M.* (2018). Challenges and choices: A multidistrict analysis of statewide mandated democratic engagement. *American Educational Research Journal*, 55(2), 243-286.
- Hashim, A.,* Strunk, K., & **Marsh, J.** (2018). The new school advantage? Examining the effects of new school openings on student mobility and achievement. *Economics of Education Review*, 62(C), 254-266.
- Polikoff, M., Le, T. Q.,* Danielson, R. W.,* Sinatra, G. M., & **Marsh, J.** (2018). The Impact of a NGSS-Aligned Curriculum on Students' Science Knowledge. *Journal of Educational Effectiveness*, 11(2), 217-239.
- Bush-Mecenas, S.*. **Marsh, J.**, Montes de Oca, D., & Hough, H. (2018). "Seeing the whole elephant": Changing mindsets and empowering stakeholders to meaningfully manage accountability and improvement. *Education Policy Analysis Archives*, 26(10).
- Marsh, J.**, Bush-Mecenas, S.* , Strunk, K.S., Huguét, A.,* & Lincove, J. (2017) Evaluating Teachers in the Big Easy: How organizational context shapes policy responses in New Orleans. *Educational Evaluation and Policy Analysis*, 39(4), 539-570.
- Huguét, A., Farrel, C., & **Marsh, J.** (2017). Light touch, heavy hand: Principals and data-use PLCs. *Journal of Educational Administration*, 55(4), 376-389.
- Marsh, J.**, Bush-Mecenas, S.* , & Hough, H. (2017). Learning from early adopters in the new accountability era: Insights from California's CORE waiver districts. *Educational Administration Quarterly*, 53(3), 327-364.
- Sinatra, G. M., Mukhopadhyay, A.,* Allbright, T.,* **Marsh, J.**, & Polikoff, M. (2017). A Vehicle Promoting Interest and Engagement through STEM Instruction. *The Journal of Educational Research*, 110(3), 308-316.
- Marsh, J.** (2016). The political dynamics of district reform: The form and fate of the Los Angeles Public School Choice Initiative. *Teachers College Record*, 118(9), 1-54.
- Farrell, C.* & **Marsh, J.** (2016a). A qualitative comparative analysis of teachers' instructional responses to data. *Teaching and Teacher Education*, 60, 398-412.
- Strunk, K. **Marsh, J.** Hashim, A,* Bush,-Mecenas S.C.* & Weinstein.* (2016a). Innovation and a return to the status quo: A mixed-methods study of reconstitution through the lens of organizational learning. *Educational Evaluation and Policy Analysis*, 38(3), 549-577.
- Strunk, K. **Marsh, J.** Hashim, A*, Bush, S.C.* & Weinstein, T.* (2016b). The impact of turnaround reform on student outcomes: Evidence and insights from the Los Angeles Unified School District. *Education Finance and Policy*, 11(3), 251-282.
- Marsh, J.**, Farrell, C.* , & Bertrand, M.* (2016). Trickle down accountability? How middle school teachers engage students in data use. *Educational Policy*, 30(2), 243-280.

- Farrell, C.* & **Marsh, J.** (2016b). Metrics matter: How properties of data shape teachers' instructional responses. *Educational Administration Quarterly*, 52(3), 423-462.
- Polikoff, M., Hardaway, T., **Marsh, J.**, & Plank, D. (2016). Who is opposed to Common Core and why? *Educational Researcher*, 45(4), 263-266.
- Strunk, K., **Marsh, J.**, Duque, M.* & Bush, S.* (2016). The best laid plans: An examination of school plan quality and implementation in a school improvement initiative. *Educational Administration Quarterly*, 52(2), 259-309.
- Marsh, J.**, Bertrand, M.* & Huguet, A.* (2015). Using data to alter instructional practice: The mediating role of coaches and professional learning communities. *Teachers College Record*, 117(4), 1-40.
- Bertrand, M.* & **Marsh, J.** (2015). Teachers' sensemaking of data and implications for equity. *American Educational Research Journal*, 52(5), 861-893.
- Marsh, J.**, Strunk, K., Bush, S., & Huguet, A.* (2015). Democratic engagement in district reform: The evolving role of parents in the Los Angeles Public School Choice Initiative. *Educational Policy*, 29(1), 51-84.
- Marsh, J.** & Farrell, C.* (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity-building, *Education Management Administration and Leadership*, 43(2), 269-289.
- Huguet, A.* **Marsh, J.** & Farrell, C.* (2014) Building teachers' data-use capacity: insights from strong and struggling coaches. *Education Policy Analysis Archives*, 22(52), 1-26.
- Marsh, J.** & Wohlstetter, P. (2013). Recent trends in intergovernmental relations: The resurgence of local actors in education policy, *Educational Researcher*, 42(5), 276-283.
- Marsh, J.**, Strunk, K. & Bush, S.* (2013). Portfolio district reform meets school turnaround: Early Implementation findings from the Los Angeles Public School Choice Initiative. *Journal of Educational Administration*, 51(4), 498-527.
- Yuan, K., Le, V., McCaffrey, D., **Marsh, J.**, Hamilton, L., Stecher, B., & Springer, M. (2013). Incentive pay programs do not affect teacher motivation and reported practices: Results from three randomized studies. *Educational Evaluation and Policy Analysis*, 35(1), 3-22.
- Marsh, J.** (2012). Interventions promoting educators' use of data: Research insights and gaps. *Teachers College Record*, 114(11), 1-48.
- Marsh, J.** (2012). The micropolitics of implementing a school-based bonus policy: The case of New York City's compensation committees. *Educational Evaluation and Policy Analysis*, 34(2), 164-184.
- Marsh, J.**, McCombs, J.S., & Martorell, F. (2012). Reading coach quality: Findings from Florida middle schools. *Literacy Research and Instruction*, 51(1), 1-26.

- Marsh, J.**, McCombs, J.S., & Martorell, F. (2010). How instructional coaches support data-driven decision making: Policy implementation and effects in Florida middle schools. *Educational Policy*, 24(6), 872-907.
- Lockwood, J.R., McCombs, J.S., & **Marsh, J.** (2010). Linking reading coaches and student achievement: Evidence from Florida middle schools. *Education Evaluation and Policy Analysis*, 32(3), 372-388.
- Marsh, J.**, Hamilton, L., and Gill, B. (2008). Assistance and accountability in externally managed schools: The case of Edison Schools, Inc. *Peabody Journal of Education*, 83(3), 423-458.
- Hamilton, L.S., Stecher, B. Russell, J., **Marsh, J.**, & Miles, J. (2008). Accountability and teaching practices: School-level actions and teacher responses. In Fuller, B., Hannum, E & Henne, M. (Ed.), *Strong states, weak schools: The benefits and dilemmas of centralized accountability*, *Research in Sociology of Education*, 16, 31–66
- Ikemoto, G. & **Marsh, J.** (2007). Cutting through the “data driven” mantra: Different conceptions of data-driven decision-making. In Moss, P.A. (Ed.), *Evidence and decision making: National Society for the Study of Education Yearbook 2007*, 106(1).
- Kerr, K., **Marsh, J.**, Ikemoto, G., Darilek, & Barney, H. (2006). Strategies to promote data use for instructional improvement: Actions, outcomes, and lessons from three urban districts. *American Journal of Education*, 112(4), 496-520.

Books

- Bulkley, K., **Marsh, J.**, Strunk, K., Harris, D., & Hashim, A.* (2020). Challenging the “one best system”? The portfolio management model and urban school governance. *Harvard Education Press*.
- Marsh, J.** (2007). *Democratic dilemmas: Joint work, education politics, and community*. Albany, NY: SUNY Press.
- Hightower, A., Knapp, M., **Marsh, J.**, & McLaughlin, M. (Eds.) (2002). *School districts and instructional renewal*. New York: Teachers College Press.

MANUSCRIPTS UNDER REVIEW

- Daramola, E.J. *, **Marsh, J.** & Allbright, T. Advancing or inhibiting equity: The role of racism in the implementation of a community engagement policy. (revise and resubmit)
- Enoch-Stevens, T., Daramola, E.J., Jabbar, H., & **Marsh, J.** Accountability battle: A critical analysis of a charter renewal decision. (revise and resubmit)
- Danielson, R.W., Sinatra, G.M., Seyranrian, V., Heddy, B.C., Polikoff, M.S., & **Marsh, J.** An interesting measure: Validating an instrument to assess 4th grade students’ interest in STEM content. (revise and resubmit)

Daramola, E.J. *, Allbright, T. & **Marsh, J.** "Are you saying that we're racist?": Comparing normative, political, and technical dimensions of instructional and disciplinary policies

WORK IN PROGRESS

Allbright, T. *, **Marsh, J.**, Nelson, H., * Kennedy, K., * Daramola, E.J., * & Jabbar, H. All things to all people: How state-level policy actors frame school choice.

Hall, M. *, **Marsh, J.**, & Daramola, E.J. * Democratic engagement in California's Local Control Funding Formula: Lessons and learnings from four years of implementation.

Allbright, T. *, **Marsh, J.**, & Tobben, L.* Reciprocal relationships: Advancing equity through democratic engagement and finance reform.

Eisenlohr, A., Bulkeley, K.E., Kennedy, K.* & **Marsh, J.A.** A tale of two systems: choice and equity in the District of Columbia's charter schools.

Dhaliwal, T.* **Marsh, J.**, & Hall, M.* Political vs. civic engagement: Predictors and practices.

PEER-REVIEWED, BOOK-LENGTH MONOGRAPHS

Marsh, J., Springer, M. G., McCaffrey, D. F., Yuan, K., Epstein, S., Koppich, J., Kalra, N., DiMartino, C., & Peng, A. (2011). *A big apple for educators: New York City's experiment with schoolwide performance bonuses*. Santa Monica, CA: RAND: MG-1114-FPS.

Kirby, S.N., **Marsh, J.**, & Thie, H.J. (2011). *Establishing a research and evaluation capability for the Joint Medical Education and Training Campus*. Santa Monica, CA: RAND, MG-981-OSD.

Kirby, S.N., **Marsh, J.**, McCombs, J.S., Thie, H.J., Xia, N., & Sollinger, J.M. (2011). *Developing military health care leaders: Insights from the military, civilian, and government sectors*. Santa Monica, CA: RAND, MG-967-OSD.

Marsh, J., McCombs, J.S., Lockwood, J.R., Martorell, F., Gershwin, D., Naftel, S., Le, V., Shea, M., Barney, H., & Crego, A. (2008). *Supporting literacy across the sunshine state: A study of Florida middle school reading coaches*. Santa Monica, CA: RAND, MG-762-EDU.

Stecher, B., Epstein, S. Hamilton, L., **Marsh, J.**, Robyn, A., McCombs, J., Russell, J. & Naftel, S. (2008) *Pain and gain: Implementing No Child Left Behind in three states, 2004-2006*. Santa Monica, CA.: RAND: MG-784-NSF.

Hamilton, L., Stecher, B., **Marsh, J.**, McCombs, J.S., Robyn, A., Russell, J.L., Naftel, S., & Barney, H. (2007). *Standards-based accountability under No Child Left Behind: Experiences of teachers and administrators in three states*. Santa Monica, CA: RAND, MG-589-EDU.

Marsh, J., Kerr, K., Ikemoto, G., Darilek, H., Suttorp, M.J., Zimmer, R., & Barney, H. (2005). *The role of districts in fostering instructional improvement: Lessons from three urban districts partnered with the Institute for Learning*. Santa Monica, CA: RAND, MG-361-WFHF.

Gill, B., Hamilton, L., Lockwood, J.R., **Marsh, J.**, Zimmer, R., Hill, D., & Pribesh, S. (2005). *Inspiration, perspiration, and time: Operations and achievement in Edison Schools*. Santa Monica, CA: RAND. MG-351-EDU.

PEER-REVIEWED REPORTS & PAPERS

Bulkley, K., **Marsh, J.**, & Mulfinger, L. (2021). States can play a stronger role in promoting equity and access in school choice. Policy Brief. National Center for Research on Education Access and Choice and USC Rossier Center on Education Policy, Equity and Governance.

Bulkley, K., **Marsh, J.**, & Mulfinger, L. (2021). States choice policy and levers affecting equity: Surveying the landscape. Technical Report. National Center for Research on Education Access and Choice and USC Rossier Center on Education Policy, Equity and Governance.

Haderlein, S., **Marsh, J.**, Tong, T., Bulkley, K., Jabbar, H., Germain, E., Quinn, D., Bradley, D., Alonso, J. & Mulfinger, L. (2021). Schools and school choice during a year of disruption: Views of parents in five states. New Orleans, LA: National Center for Research on Education Access and Choice.

Allbright, T., **Marsh, J.**, Daramola, E.J., & Kennedy, K. (2019). Hawthorne School District: Positive outliers case study: Palo Alto, CA: Learning Policy Institute.

Burns, D., Darling-Hammond, L., & Scott, C. (with Allbright, T., Carver-Thomas, D., Daramola, E.J., David, J.L., Hernandez, L.E., Kennedy, K.E., **Marsh, J.**, Moore, C.A., Podolsky, A., Shields, P.M., & Talbert, J.E.). (2019). *Closing the opportunity gap: How positive outlier districts in California are pursuing equitable access to deeper learning*. Palo Alto, CA: Learning Policy Institute.

Marsh, J., Hall, M. *, Allbright, T. *, Tobben, L., Mulfinger, L., Kennedy, K. *, & Daramola, E.J. * (2018) *Taking stock of stakeholder engagement in California's Local Control Funding Formula: What we can learn from the past four years to guide next steps?*. Getting Down to Facts II, policy report. Stanford, CA: PACE.

Marsh, J., McKibben, S., Hough, H., Hall, M.*, Allbright, T.*, Matewos, A.*, & Siqueira, C. (2018). *Enacting social-emotional learning: Practices and supports employed in CORE districts and schools*. Stanford, CA: PACE

Marsh, J., Bush-Mecenas, S.*, Hough, H., Park, V., Allbright, T.*, Hall, M.*, & Glover, H. (2016). *At the forefront of the new accountability era: Early implementation findings from the CORE waiver districts*. Stanford, CA: PACE

Stecher, B., Fuller, B., Timar, T. & **Marsh, J.**, (2012). *Deregulating school aid in California: How districts responded to flexibility in Tier 3 categorical funds in 2010-11*. Technical Report. Santa Monica, CA: RAND and Policy Action for California Education (PACE).

- Fuller, B., **Marsh, J.**, Stecher, B., & Timar, T. (2011). *Deregulating school aid in California. How 10 districts responded to fiscal flexibility*. Santa Monica, CA: RAND and PACE.
- Marsh, J.**, Gershwin, D., & Kirby, S. (2009). *Retaining students in grade: Lessons learned regarding policy design and implementation*. Technical Report (TR-677-NYCDOE). Santa Monica, CA: RAND.
- Marsh, J.**, Pane, J.F., & Hamilton, L.S. (2006). *Making sense of data-driven decision making in education: Evidence from recent RAND research*. RAND Occasional Paper (OP-170-EDU). Santa Monica, CA: RAND.
- Marsh, J.**, Barney, H, Kirby, S.N., & Xia, N. (2006). *Ending social promotion in grades K-8: Insights regarding policy implementation*. RAND Working Paper (WR-424-NYCDOE). Santa Monica, CA: RAND.
- Hansen, J.S., **Marsh, J.**, Ikemoto, G.S., & Barney, H. (2006). *School finance systems and their responsiveness to performance pressures: A case study of Texas*. RAND Working Paper (WR-453-UWA). Santa Monica, CA.

BOOK CHAPTERS & REVIEWS

- Bush-Mecenas, S.* & **Marsh, J.** A (2018). The DIVE approach: Using case-ordered meta-matrices and theory-based data displays to analyze multiple case study data. In C. Lochmiller (Ed.), *Complementary research methods for educational leadership and policy studies*. New York, NY: Palgrave MacMillan.
- Bush-Mecenas, S.,* **Marsh, J.**, & Strunk, K. (2016). Portfolio reform in Los Angeles: District implementation successes and challenges. In Daly & Finnigan (Eds.), *Thinking systemically: Improving districts under pressure*. Washington, DC: American Educational Research Association.
- Marsh, J.** (2015). What are the aims of data-driven instruction, and what are its limitations? In Valdes, G., Menken, K., & Castro, M. (Eds.), *Common Core and English Language Learners/Emergent Bilinguals: A Guide for All Educators*. Philadelphia: Caslon Publishing.
- Bush-Mecenas, S.* & **Marsh, J.** (2014). Review of *American School Reform: What Works, What Fails, and Why*. In *Teachers College Record*, <http://www.tcrecord.org/Content.asp?ContentID=17756>
- Marsh, J.** (2011). The promises and challenges of deliberative democracy in practice: A comparative case study of two districts. In Cavalier, R. (Ed.), *Approaching deliberative democracy: Theory and practice*. Pittsburgh, PA: Carnegie Mellon University Press.
- Marshall, J., Hamilton, L., **Marsh, J.**, McCaffrey, D., & Stecher, B. (2009). Evaluation. In Hershberg, T & Robertson-Kraft, C. (Eds.), *A grand bargain for education reform: New rewards and supports for new accountability*. Cambridge, MA: Harvard University Press.

McCombs, J.S., Kirby, S.N., **Marsh, J.A.**, & DiMartino, C. (2009). Context and conceptual framework for understanding New York City's promotion policy. In McCombs, J.S., Kirby, S.N., & Mariano, L.T. (Eds.) *Ending social promotion without leaving children behind: The case of New York City*. Santa Monica, CA: RAND, MG-894-EDU.

Marsh, J., Kerr, K., Ikemoto, G., & Darilek, H. (2006). Developing district-intermediary partnerships to promote instructional improvement: Early experiences and lessons about the Institute For Learning. In Wong & Rutledge (Eds.) *System-wide efforts to improve student achievement*. Greenwich, CT: Information Age Publishing.

Marsh, J. (2002). How districts relate to states, schools, and communities: A review of emerging literature. In Hightower, Knapp, Marsh, & McLaughlin (Eds.), *School districts and instructional renewal*. New York: Teachers College Press.

OTHER ARTICLES, PAPERS & REPORTS

Alonso, J. *, **Marsh, J.** & Daramola, E.J. (2021). *Voter engagement and satisfaction with California's local school governance*. Stanford University, CA: PACE.

Hough, H., **Marsh, J.**, Myung, J., Plank, D., & Polikoff, M. (2021, July). *Californians and K-12 education amid COVID-19 recovery: Views from the 2021 PACE/USC Rossier Poll*. Stanford University, CA: Policy Analysis for California Education.

Bertrand, M.* & **Marsh, J.** (2021). Putting an end to data-driven deficit thinking. *Phi Delta Kappan*, 102(8), 35-39

Kennedy, K.*, Enoch-Stevens, T.*, Daramola, E.*, **Marsh, J.A.**, Burch, P., & Robles, D. (2021). *Educational Equity in Greater L.A.: An Updated Research Agenda in Service to Practice*. USC Rossier Center on Education Policy, Equity, and Governance.

Bush-Mecenas, S.* & **Marsh, J.** (Spring 2020). Building on shaky ground: Re-forming a divided school system in Los Angeles. *Education Next*, 20(2), 40-51.

Allbright, A.* & **Marsh, J.** (2019). *Voter awareness, support, and participation in California's Local Control Funding Formula*. Stanford University, CA: PACE.

Polikoff, M., Hough, H., **Marsh, J.**, & Plank, D. (2019) *Californians and public education: Views from the 2019 PACE/USC Rossier Poll*. Stanford University, CA: PACE.

Marsh, J. & Koppich, J. (2018) *Superintendents speak: Implementing the Local Control Funding Formula*. Stanford, CA: LCFF Research Collaborative and PACE.

Koppich, J., Humphrey, D., **Marsh, J.**, Polikoff, M., & Willis, J. (2018) *The Local Control Funding Formula after four years: What do we know?* Getting Down to Facts II, policy brief. Stanford, CA: PACE.

- Humphrey, D., Koppich, J., Lavadenz, M., **Marsh, J.**, O'Day, J., Plank, D., Stokes, L., & Hall, M. (2018) *How stakeholder engagement fuels improvement efforts in three California school districts*. Stanford, CA: LCFF Research Collaborative and PACE.
- Marsh, J.** & Kennedy, K.* (2017). What is 'meaningful' stakeholder engagement and how can we facilitate it? *Leadership*, 47(4), 12-16.
- Marsh, J.**, Bush-Mecenas, S.* , Strunk, K., Lincove, J.A., & Huguet, A.* (2017). *How do schools respond to state policies on teacher evaluation?* Education Research Alliance Policy Brief. New Orleans, LA: Tulane University.
- Humphrey, D., Koppich, J., Lavadenz, M., **Marsh, J.** O'Day, J., Plank, D., Stokes, L., & Hall, M. (2017) *Paving the way to equity and coherence? The Local Control Funding Formula in Year 3*. Stanford, CA: LCFF Research Collaborative and PACE.
- Marsh, J.**, Bush-Mecenas, S.* & Hough, H. (2016). *Local control in action: Learning from the CORE districts' focus on measurement, capacity building, and shared accountability*. PACE Policy Brief. Stanford, CA: PACE.
- Marsh, J.**, Polikoff, M., Sinatra, G., Dhanatya, C., McKibben, S., Allbright, T.* , Danielson, R.* Gasparian, H.,* Le, Q. T.* , Mukhopadhyay, A.,* & Young, T.* (2015). *Promoting STEM interest, enjoyment, and learning through standards-aligned curriculum and play: Speedometry evaluation final technical report*. Los Angeles, CA: University of Southern California Rossier School of Education.
- Koppich, J.E., Humphrey, D.C., & **Marsh, J.A.** (2015). Two years of California's Local Control Funding Formula: Time to reaffirm the grand vision. Stanford, CA: PACE.
- Farrell, C., **Marsh, J.**, & Bertrand, M.* (2015). Are we motivating students with data? *Educational Leadership* (73) 3, 16-21.
- Humphrey, D.C., Koppich, J.E., Esch, C., **Marsh, J.A.**, Hall, M.* Campbell, A. & Imazeki, J. (2014). Toward a grand vision: Early implementation of California's local control funding formula.
- Marsh, J.** & Huguet, A.* (2014). "Opportunity to learn," in Brewer, D. & Picus, L., (Eds.). *Encyclopedia of Education Economics and Finance*, (504-506). Thousand Oaks, CA: SAGE.
- Polikoff, M., **Marsh, J.**, Hall, M.,* Hardaway, T.,* Le, Tien.* (2014) Californians and public education: Results from the fourth PACE/USC Rossier Poll. Stanford University, CA: PACE.
- Strunk, K., **Marsh, J.**, Bush, S.,* Hashim, A.* & Weinstein, T.* (2012). The efficacy of the Los Angeles Unified School District Public School Choice Initiative for student achievement outcomes: Evidence from the first year. (Occasional paper No. 211) National Center for the Study of Privatization in Education. http://www.ncspe.org/publications_files/OP211.pdf
- Marsh, J.** & McCaffrey, D.F. (2011). Did New York's Schoolwide Performance Bonus Program have what it takes to improve schools?" *Phi Delta Kappan*, 93(4), 52-56.

- Marsh, J.** (2011). The debate over teacher merit pay: A Freakonomics quorum.
<http://www.freakonomics.com/2011/09/20/the-debate-over-teacher-merit-pay-a-freakonomics-quorum/>
- McCombs, J.S. & **Marsh, J.** (2009). Lessons for boosting the effectiveness of reading coaches. *Phi Delta Kappan*, 90(7), 501-507.
- Marsh, J.** (2000). Connecting districts to the policy dialogue: A review of literature on the relationship of districts with states, schools, and communities. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Shields, P.M., Young, V., **Marsh, J.**, & Esch, C. (April 1999). The supply and demand of teachers for California's classrooms. Menlo Park, CA: SRI International.
- Shields, P.M., **Marsh, J.**, Marder, C., & Wilson, C. (December 1998). Evaluations of NSF's Statewide Systemic Initiatives (SSI) Program: A case study of California's SSI (CAMS), 1992-1997. Menlo Park, CA: SRI International.
- Shields, P.M., **Marsh, J.**, & Adelman, N. (March 1998). Evaluation of NSF's Statewide Systemic Initiatives (SSI) Program: The SSIs' impacts on classroom practice. Menlo Park, CA: SRI International.
- Powell, J., Blackorby, J., **Marsh, J.**, Finnegan, K., & Anderson, L. (December 1997). Evaluation of charter school effectiveness. Menlo Park, CA: SRI International.
- Humphrey, D.C., Anderson, L., **Marsh, J.**, Marder, C., & Shields, P.M. (1997). Eisenhower State Curriculum Frameworks Projects: Final evaluation report. Menlo Park, CA: SRI International.
- Marsh, J.**, Stoddard, P., & Weiler, D. (January 1997). An evaluation of K-12 service-learning in California: Phase II status report. Emeryville, CA: RPP International.
- Weiler, D., **Marsh, J.**, & Stoddard, P. (December 1995). An evaluation of K-12 service-learning in California: Phase I evaluability report. Emeryville, CA: RPP International.
- Marsh, J.** & Weiler, D (August 1995). An evaluation workbook: Making sense of local, state, and national service-learning evaluation efforts. Emeryville, CA: RPP International.
- Furco, A. & **Marsh, J.** (1995). Evaluation of U.C. Berkeley Higher Education Learn and Serve-AmeriCorps Programs. Berkeley, CA: U.C. Berkeley Service-Learning Research & Development Center.

PRESENTATIONS

REFEREED CONFERENCE PAPERS & PRESENTATIONS

- Allbright, T.N.*, **Marsh, J.A.**, Kennedy, K.*, Daramola, E.J.*, Nelson, H.*, & Jabbar, H. (2021). *All Things to All People: How State-Level Policy Actors Frame School Choice*. Presented at the AERA Annual Meeting. (Conference held virtually).

- Jabbar, H., Daramola, E.J.,* **Marsh, J.**, Enoch-Stevens, T.,* Alonso, J.* & Allbright, T.* *Social Construction Is Racial Construction: Examining the Target Populations in School-Choice Policies*. Presented at the AERA Annual Meeting. (Conference held virtually).
- Eisenlohr, A., Bulkley, K.E., Kennedy, K.* & **Marsh, J.A.** (2021). *A Tale of Two Systems: Choice and Equity in the District of Columbia's Charter Schools*. Presented at the AERA Annual Meeting. (Conference held virtually).
- Daramola, E.* & Allbright, T. N.* & **Marsh, J. A.** (2020) *Behavior Elicits a Different Reaction: Comparing the Framing Processes of an Instructional and a Discipline Policy* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wtcvexx> (Conference Canceled)
- Kennedy, K.* & **Marsh, J. A.** & Allbright, T. N.* (2020) *Principal Sense-Making of Social-Emotional Learning Reforms: A Collectivist Approach* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ujhmfql> (Conference Canceled)
- Daramola, E.J., **Marsh, J.**, & Allbright, T.* (2019). An apartheid of knowledge in community engagement: A critical race theory examination of the implementation of a community engagement policy. Paper presented at the annual meeting of the University Council for Educational Administration, New Orleans, LA.
- Marsh, J.**, Allbright, T.* & Kennedy, K.* & Bulkley, K. (2019). Kaleidoscope of school options: Differentiating school values and practices in Los Angeles. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Hall, M. *, **Marsh, J.**, & Daramola, E.J.* (2019). Consistency and change: District efforts to sustain stakeholder engagement over time. Paper presented at the annual meeting of the AERA, Toronto, Canada.
- Allbright, T. *, **Marsh, J.**, & Tobben, L.* (2019). Reciprocal relationships: Advancing equity through democratic engagement and finance reform. Paper presented at the annual meeting of the AERA, Toronto.
- Marsh, J.**, Allbright, T.* Bulkley, K., Brown, D., Strunk, K., & Harris, D. (2018). The process and politics of educational governance change in New Orleans, Los Angeles, and Denver. Paper presented at the annual meeting of the AERA, New York City.
- Allbright, T.* & **Marsh, J.**, Hall, Tobben, L. M.,* Picus, L., & Lavadenz, M. (2018). Conceptualizing equity in the implementation of California education finance reform. Paper presented at the annual meeting of the AERA, New York City.
- Bush-Mecenas, S., **Marsh, J.**, * Strunk, K.S., & Mulfinger, L. (2016; 2018). Guiding principals: Middle-manager coaching and human capital reform. Paper presented at the annual meetings of the AERA, Washington, DC and the AEFPP, Portland, OR.
- Strunk, K., Cremata, E.* & **Marsh, J.** (2017). Two birds, one policy? Estimating the impact of a multiple measure teacher evaluation system on teacher effectiveness and mobility in the Los Angeles Unified School District. Paper presented at annual meeting of the Association for Public Policy Analysis and Management (APPAM), Chicago, IL.

- Allbright, T.* & **Marsh, J.** (2017). Policy narratives in school accountability: Designing systems to include measures of social-emotional learning. Paper presented at the annual meeting of AERA, San Antonio, TX.
- Vongkulluksn, V.W., Mukhopadhyay, A., Sinatra, G., & **Marsh, J.** (2017). Grit in makerspaces: The relationship among grit, academic emotions, and interest in a makerspace program. Paper presented at the annual meeting of the AERA, San Antonio, TX.
- Marsh, J.**, Hall, M., Dahliwal, T.*, & Polikoff, M. (2017). Civic engagement in California education: Trends and tensions. Paper presented at the annual conference of the AEEP, Washington, DC.
- Marsh, J.**, Bush-Mecenas, S.*, Strunk, K.S., Huguet, A.*, & Lincove, J. (2016). Evaluating Teachers in the Big Easy: How organizational context shapes policy responses in New Orleans. Paper presented at the annual meeting of the AERA, Washington, DC.
- Marsh, J.** & Hall, M.* (2016). A multidistrict analysis of statewide mandated democratic engagement: Challenges and choices. Paper presented at the annual meeting of the AERA, Washington, DC and the annual conference of the AEEP, Denver, CO
- Marsh, J.**, Mukhopadhyay, A.*, McKibben, S., Le, T.*, Polikoff, M., & Sinatra, G. (2016). Teacher learning for inquiry science instruction: Doubt, pedagogical discontentment, and self-reflection. Paper presented at the annual meeting of the AERA, Washington, DC.
- Marsh, J.**, Bush-Mecenas, S.*, Strunk, K.S., Huguet, A.*, & Lincove, J. (2016). Evaluating Teachers in the “Grand Experiment”: How organizational context shapes policy responses in New Orleans.” Paper presented at the annual conference of the AEEP, Denver, CO.
- Farrell, C.* & **Marsh, J.** (2015). A qualitative comparative analysis of teachers’ instructional responses to data. Paper presented at University Council for Educational Administration Conference, San Diego.
- Mukhopadhyay, A.*, **Marsh, J.**, Sinatra, G. M., & Polikoff, M. (2015). Using Guided Curriculum to Promote Teacher Learning on Inquiry-based STEM Instruction. Poster presented at Southwest Consortium for Innovative Psychology in Education (SCIPIE), Albuquerque, NM.
- Danielson, R. W.*, Sinatra, G. M., Polikoff, M., & **Marsh, J.** (2015). Scaling up Assessment of Affect: Measuring Interest and Emotions at Scale within a STEM Intervention. Poster presented at SCIPIE, Albuquerque, NM.
- Young T. K.*, Danielson, R. W.*, Sinatra, G.M., **Marsh, J.**, Polikoff, M.S. (2015). More Than Just Drawings: Using Illustrations to Evaluate Conceptual Knowledge in Elementary School Science. Poster presented at SCIPIE, Albuquerque, NM.
- Danielson, R. W.*, Sinatra, G. M., Seyranian, V., Mukhopadhyay, A.*, Heddy, B. C., **Marsh, J.**, Polikoff, M. S., Zhou, N., & Hossepian, K. (2015). Measuring Interest and Emotion in a 4th Grade STEM Unit. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Mukhopadhyay, A., **Marsh, J.**, Polikoff, M.S., Sinatra, G.M., & Danielson, R.W.* (2015). Speedometry curriculum as a model for inquiry-based science teaching and teacher learning. National Consortium of Instruction and Cognition, Chicago, IL.

Marsh, J. & Hasan, L. (2015). Bringing science and play together to teach STEM. Presentation at the Texas Association of School Administrators Midwinter Conference, Austin, TX.

Marsh, J., Bertrand, M.,* & Huguet, A.* (2014). Using data to alter instructional practice: The mediating role of coaches and professional learning communities. Paper presented at the annual meeting of the American Education Research Association (AERA), Philadelphia, PA.

Farrell, C.,* & **Marsh, J.** (2014). Data properties matter: How data characteristics shape teachers' responses. Paper presented at the annual meeting of the AERA, Philadelphia, PA.

Huguet, A.* & **Marsh, J.** (2014). Building teachers' data-use capacity: Insights from strong and struggling coaches. Paper presented at the annual meeting of the AERA, Philadelphia, PA.

Bertrand, M.,* & **Marsh, J.** (2014). Teaching or student characteristics? How teachers attribute student outcomes when interpreting data. Paper presented at the annual meeting of the AERA, Philadelphia.

Strunk, K., **Marsh, J.**, & Weinstein, T.* (2014). On the move? The impacts of a district-wide school turnaround reform on teacher mobility. Paper presented at the annual meeting of the AERA, Philadelphia, PA.

Strunk, K., **Marsh, J.**, Hashim, A.*, Bush, S.* & Weinstein, T.* (2014). The impact of turnaround reform on student outcomes: Evidence and insights from the Los Angeles Unified School District. Paper presented at the annual meeting of the AERA, Philadelphia, PA.

Strunk, K., **Marsh, J.**, Hashim, A.*, Bush, S.* & Weinstein, T.* (2014). The impact of turnaround reform on student outcomes: Evidence and insights from the Los Angeles Unified School District. Paper presented at the annual conference of the AEFPP, San Antonio, TX.

Strunk, K., **Marsh, J.**, Hashim, A.,* & Bush, S.* (2014). Does autonomy matter? Findings from a district experiment in portfolio management. Paper presented at the annual conference of the AEFPP, San Antonio, TX.

Marsh, J. (2013). Linking micro and macro education politics through an ecology of games: The case of the Los Angeles Public School Choice Initiative. Paper presented at the annual meeting of the AERA, San Francisco, CA.

Marsh, J., Farrell, C.* & Bertrand, M.* (2013). Motivating or deflating? How middle school teachers engage students in data use. Paper presented at the annual meeting of the AERA, San Francisco, CA.

Marsh, J., Strunk, K. Bush, S.,* & Huguet, A.* (2013). Democratic engagement in district reform: The evolving role of parents in the Los Angeles Public School Choice Initiative. Paper presented at the annual meeting of the AERA, San Francisco, CA.

- Strunk, K., **Marsh, J.**, Duque, M.,* & Bush, S.* (2013). The best laid plans: An examination of school plan quality, selection, and implementation in the Los Angeles Unified School District's Public School Choice Initiative. Paper presented at the annual meeting of the AERA, San Francisco, CA, and the annual conference of the Association for Education Finance and Policy (AEFP), New Orleans, LA.
- Strunk, K., **Marsh, J.**, Hashim, A.,* Bush, S.* & Weinstein, T.* (2013). Same beat, two drums? The impact of a district turnaround reform on student achievement in low-performing and newly-opened schools in the Los Angeles Unified School District. Paper presented at the annual conference of the AEFP, New Orleans, LA.
- Strunk, K., **Marsh, J.**, & Weinstein, T.* (2013). On the move? Teacher mobility patterns in district-wide school turnaround. Paper presented at the annual conference of the AEFP, New Orleans, LA.
- Marsh, J.** (2012). Interventions promoting educators' use of data: Research insights and gaps. Paper presented at the annual meeting of the AERA, Vancouver, Canada.
- Marsh, J.** (2012). Measuring teacher effectiveness: Mapping the terrain. Presentation at the annual meeting of the AERA, Vancouver, Canada.
- Marsh, J.**, Strunk, K. & Bush, S.* (2012) Portfolio district reform meets school turnaround: Early Implementation findings from the Los Angeles Public School Choice Initiative. Paper presented at the annual meeting of the AERA, Vancouver, Canada.
- Marsh, J.** & Farrell, C.* (2012). Understanding capacity building for data-driven decision making: A Sociocultural learning approach. Paper presented at the annual meeting of the AERA, Vancouver, Canada.
- Yuan, K., Le, V., McCaffrey, D., **Marsh, J.**, Hamilton, L., Stecher, B., & Springer, M. (2012). Teacher motivation and behavioral changes in three pay-for-performance programs. Paper presented at the annual meeting of the AERA, Vancouver, Canada.
- Strunk, K., **Marsh, J.**, Bush, S.,* Weinstein, T.,* & Hashim, A.* (2012). Portfolio district reform meets school turnaround: Early implementation and student achievement findings from the Los Angeles Unified School District Public School Choice Initiative for Student Achievement Outcomes: Early Evidence from the First Year. Paper presented at the annual conference of AEFP, Boston, MA.
- Strunk, K., **Marsh, J.**, Bush, S.*, Weinstein, T.,* & Hashim, A.* (2012). The efficacy of the Los Angeles Unified School District Public School Choice Initiative for student achievement outcomes: Early evidence from the first year. Paper presented at the annual conference of the Association for Public Policy Analysis and Management, Baltimore, MD.
- Marsh, J.**, Yuan, K., & McCaffrey, D. (2011). The micropolitics of school-based performance bonuses: The case of New York City. Paper presented at the annual meeting of AERA, New Orleans, LA.
- Marsh, J.**, McCombs, J.S., & Martorell, F. (2010). Reading coach quality: Findings from Florida middle schools. Paper presented at annual meeting of the AERA, Denver, CO.

- Marsh, J.** (2010). Ending social promotion without leaving children behind: The case of New York City – “setting the stage.” Presentation at annual meeting of the AERA, Denver, CO.
- Marsh, J., McCombs, J.S., & Naftel, S.** (2008) Building teacher capacity through literacy coaching: Findings from Florida middle school study. Paper presented at annual meeting of the AERA, New York, NY.
- McCombs, J., **Marsh, J.**, Hamilton, L., Stecher, B., Miles, J., Barney, H., Kofner, A., & Naftel, S. (2007). Pursuing proficiency for all: School improvement efforts in three states. Paper presented at annual meeting of Association of Public Policy Analysis and Management (APPAM), Washington, D.C.
- Marsh, J.** (April 2006). Strategies to promote data use for instructional improvement: Actions, outcomes, & lessons from three urban districts. Presentation at annual National Council on Measurement in Education Annual Meeting, San Francisco, CA.
- Marsh, J. & Robyn, A.** (2006). School and district responses to the No Child Left Behind Act. RAND Working Paper (WR-382-EDU) presented at annual meeting of AERA, San Francisco, CA.
- Marsh, J., Barney, H., & Russell, J.L.** (2005) Accountability elements of the No Child Left Behind Act: Adequate yearly progress, school choice, and supplemental educational services. RAND Working Paper (WR-258-EDU) presented at annual meeting of the AERA, Montreal, Canada.
- Kerr, K., **Marsh, J.**, Ikemoto, G., Darilek, H., & Barney, H. (2005). Districtwide strategies to promote data use for instructional improvement. RAND Working Paper (WR-254-WFHF) presented at annual meeting of the AERA, Montreal, Canada.
- Marsh, J., Kerr, K., Ikemoto, G., & Darilek, H.** (2004). The role of an intermediary organization in district instructional improvement: Early experiences and lessons about the Institute for Learning. RAND Working Paper (WR-152-EDU) presented at annual meeting of the AERA, San Diego, CA.
- Marsh, J.** (2003). Interpersonal and institutional trust: A critical bridge to democratic success in educational reform. Paper presented at annual meeting of the AERA, Chicago, IL.
- Marsh, J.** (2003). Understanding joint work: District-community partnerships for educational improvement. Paper presented at annual meeting of the AERA, Chicago, IL.
- Marsh, J.** (2002). Broadening boundaries to build system capacity: The case of Highland School District. Paper presented at annual meeting of the AERA, New Orleans, LA.
- Talbert, J., **Marsh, J.** & Hightower, A. (2000). The district role in educational improvement: Bringing bottom-up perspectives into the dialogue. Presentation at annual meeting of AERA, New Orleans, LA.
- Marsh, J.** (2000). Exploring the joint work of community members and professional educators in district and school settings. Symposium presentation at annual meeting of the AERA, New Orleans, LA.
- Anderson, L. & **Marsh, J.** (1998). Early results of a reform experiment: Charter schools in California. Paper presented at the annual meeting of the AERA, San Diego, CA.

INVITED PRESENTATIONS & PANELS

- Marsh, J.,** Alonso, J., & Enoch Stevens, T. (December 2021). Denver Report: Perspectives on district and school responses to COVID and racial injustice 2020-2021. REACH Qualitative Research Team. Prepared for the Denver Public Schools Research and Portfolio Offices. (virtual)
- Marsh, J.** (September 2021) Democratic Engagement in Education Reform: Two Takes on the Implementation of California’s Policy Mandate. University of Virginia, School of Education and Human Development, Education Research Lectureship Series. (virtual)
- Marsh, J.** & Hashim, A.* (April 2021). Challenging the One Best System. “Unmuted conversations: A+’s regular conversations with education innovators,” A+ Colorado, Denver (virtual)
<https://apluscolorado.org/blog/unmuted-conversations-a-colorado/>
- Marsh, J.** Bulkeley, K., Strunk, K., & Wright, Tanya. (April 2020). Mixed methods approaches to policy and program evaluation research. Institute for Education Sciences, Washington, DC. (virtual)
- Marsh, J.** (July 2019). Advancing educational equity in L.A. – A research agenda in service to practice. USC Rossier/DSAG Leadership Conference, Los Angeles, CA.
- Bush-Mecenas, S.* & **Marsh, J.** A (May 2019). Building on shaky ground: Re-forming a divided school system in Los Angeles. Education Cities Conference, Harvard Kennedy School, Boston, MA.
- Marsh, J.** (March 2019). California K12 public education: Needs & strides. USC Sol Price Social Innovation Summit, Los Angeles, CA.
- Marsh, J.** (February 2019). Advancing equity via the Local Control Funding Formula: What do we know? PACE-USC Getting Down to Facts II Policy Conference, Los Angeles, CA.
- Marsh, J.** (October 2018). Getting Down to Facts II Panel. California County Superintendents Educational Services Association General Membership Meeting, Redwood City, CA.
- Marsh, J.** (October 2018). Taking stock of stakeholder engagement in California’s Local Control Funding Formula: What we can learn from the past four years to guide next steps? Getting Down to Facts II Policy Conference. Sacramento, CA.
- Marsh, J.** (October 2018). Getting Down to Facts II Presentation. Association of California School Administrators Leadership Assembly, Santa Ana, CA.
- Marsh, J.** (September 2018). Civic engagement in education reform: The case of the Local Control Funding Formula (LCFF). Education Policy Speaker Series, Michigan State University, East Lansing, MI.
- Marsh, J.** (April 2018). Taking stock of stakeholder engagement in California’s Local Control Funding Formula: What can we learn from the past four years to guide next steps? Getting Down to Facts II Committee, Half Moon Bay, CA.

- Marsh, J.** (March 2018). Democratic engagement in education reform: The case of the Local Control Funding Formula (LCFF). Leadership, Policy, and Organizations Colloquium, Peabody College, Vanderbilt University, Nashville, TN.
- Marsh, J.** (February 2018). The equity promise of the Local Control Funding Formula. PACE Conference, Sacramento, CA.
- Marsh, J.** (September 2017). Democratict engaegment in education: Finance and accountability: The case of LCFF. Getting Down to Facts II Committee, Half Moon Bay, CA.
- Marsh, J.** Koppich, J., & Humphrey, D. (March 2017). Year 3 of the Local Control Funding Formula: Paving the way to equity and coherence? PACE Seminar, Sacramento, CA.
- Marsh, J.,** Strunk, K. & Mulfinger, L. (March 2017). LAUSD’s Teacher Incentive Fund Initiative Evaluation, Year 3 Final Briefing. Los Angeles Unified School District, Los Angeles, CA.
- Marsh, J.** (December 2016). Stakeholder engagement and the role of school boards in LCFF. California School Boards Association annual meeting, San Francisco, CA.
- Marsh, J.,** Strunk, K. & Mulfinger, L. (March 2016). LAUSD’s Teacher Incentive Fund Initiative Evaluation, Year 2 Leadership Briefing. Los Angeles Unified School District, Los Angeles, CA.
- Marsh, J.,** Strunk, K. & Mulfinger, L. (February 2016). LAUSD’s Teacher Incentive Fund Initiative Evaluation, Year 2 Stakeholder Briefing. Los Angeles Unified School District, Los Angeles, CA.
- Koppich, J., Humphrey, D., & **Marsh, J.** (December 2015). California’s Local Control Funding Formula: Implementation Challenges and Policy Recommendations. PACE Seminar, Sacramento, CA.
- Sinatra, G., **Marsh, J.,** Polikoff, M., McKibben, S., & Dhanatya, C. (December 2015). Mattel/USC Hot Wheels STEM Curriculum Evaluation. Montebelo Unified School District, Montebelo, CA.
- Sinatra, G., **Marsh, J.,** Polikoff, M., McKibben, S., & Dhanatya, C. (December 2015). Mattel/USC Hot Wheels STEM Curriculum Evaluation. Mattel Corp., El Segundo, CA.
- Marsh, J.** (July 2015). Bringing Science and Play Together to Teach STEM. BRIDG seminar, Mattel Corp., El Segundo, CA.
- Marsh, J.** (July 2015). HOPE Leadership Institute, Education Panel, USC Jesse M. Unruh Institute of Politics, USC, Los Angeles, CA.
- Marsh, J.,** Strunk, K. & Mulfinger, L. (March 2015). LAUSD’s Teacher Incentive Fund Initiative Evaluation, Year 1 Briefing. Los Angeles Unified School District, Los Angeles, CA.
- Marsh, J.** & Sinatra, G. (November 2014). Speedometry: Mattel/USC Hot Wheels STEM Project. Presentation to USC Rossier School of Education Board of Councilors, Los Angeles, CA.

- Marsh, J.** (June 2014). Public opinion on Common Core State Standards and Local Control Funding Formula: The 2014 PACE/Rossier Poll, PACE Conference on Common Core Implementation, Sacramento, CA.
- Marsh, J., & Imazeki, J.** (May 2014). Deregulating school aid in California: How local educations allocate flexible Tier 3 categorical funds – highlights and lessons. PACE Policy Research Panel, Los Angeles.
- Marsh, J., Strunk, K., & Bush, S.*** (April 2014). Los Angeles Public School Choice Initiative: Highlights of research findings, PACE Seminar, Sacramento, CA.
- Marsh, J.** (April 2014). Teacher evaluation: Insights from implementation research. Presentation at annual meeting of the AERA, Presidential Session, “Implementing teacher evaluation: Research and practice perspectives,” Philadelphia, PA
- Marsh, J.** (March, 2014). “Rights, Wrists & Rulings: Where does a student go for redress?” Panelist, along with Dr. John Deasy, Superintendent, Los Angeles Unified School District and Susan Estrich, Professor of Law, University of Southern California. Moderated by Katharine Strunk.
- Marsh, J.** (2013). Research agenda for Common Core implementation, Implementation Science Research Expert Panel, California Educational Research Association, Annual Conference, Anaheim, CA.
- Marsh, J. & Strunk, K.** (November 2013). Los Angeles Public School Choice Initiative: Highlights of research findings. LA’s Bold Competition: Turning around and operating its low-performing schools, Investing in Innovation grant partners’ community convening, Los Angeles, CA.
- Marsh, J., Strunk, K. Bush, S.,* & Huguet, A.*** (November 2013). Democratic engagement in district reform: The evolving role of parents in the Los Angeles Public School Choice Initiative. LA’s Bold Competition: Turning around and operating its low-performing schools, Investing in Innovation grant partners’ community convening, Los Angeles, CA.
- Marsh, J. & Strunk, K.** (October 2013). Los Angeles Public School Choice Initiative: Highlights of research findings. Los Angeles Unified School District Executive Leadership Team presentation, Los Angeles, CA.
- Marsh, J.** (May 2013). Learning from pay-for-performance programs: Insights from New York City’s performance bonus experiment. The World Bank, brownbag seminar: Washington, DC.
- Marsh, J.** (February 2013). Learning from pay-for-performance programs: Insights from New York City’s performance bonus experiment. The World Bank, Human Development Learning Week, “Learning from Implementation” seminar: Washington, DC.
- Marsh, J.** (2013). Reforming urban districts: Insights from the Los Angeles Public School Choice Initiative. Presentation at annual meeting of the AERA, Presidential Session, “The urban school district crisis: New directions for reform and research advancing excellence and equity”, San Francisco, CA.

- Marsh, J.** (2012). Evaluating pay-for-performance programs using mixed methods: Insights from New York City's performance bonus experiment. The World Bank, Mixed Methods Evaluation Seminar, WDC.
- Marsh, J.** (2012). A big apple for educators: New York City's experiment with schoolwide performance bonuses. AERA Division L – Politics and Policy in Education meeting, Vancouver, Canada.
- Marsh, J.** (2012). Is pay for performance the silver bullet for education? Keynote address at USC Chapter Phi Delta Kappa annual research dinner, Los Angeles, CA.
- Marsh, J.** (2011). Portfolio district reform meets school turnaround: Early Implementation findings from the Los Angeles Public School Choice Initiative. AERA-sponsored Intensive Research Workshop, *Thinking Systemically: Improving Districts Under Pressure*, Rochester, NY.
- Marsh, J.** & McCaffrey, D. (2011). A big apple for educators: New York City's Experiment with schoolwide performance bonuses. New York Federal Reserve Bank/NYU Education Seminar Series, NYC, NY.
- Marsh, J.** (2009). Implementation and impact of No Child Left Behind: School-level perspectives. Presentation at Policy Seminar, "Accountability in K-12 Education: Where Do We Go from Here?" Gevirtz Graduate School of Education, UC Santa Barbara, CA.
- Marsh, J.** (2008). Joint work and democratic dilemmas in two California school districts. Presentation at annual meeting of the AERA, Presidential Session, "Building Civic Capacity Through Public Engagement: How Well Does It Work?", New York City, NY.
- Shields, P.M., **Marsh, J.**, & Powell, J. (1998). An inventory of the status of teacher development in California. Presentation to the Task Force on Teaching and California's Future in Sacramento, CA
- Powell, J., Blackorby, J., **Marsh, J.**, Finnegan, K., & Anderson, L. (1998). Evaluation of charter school effectiveness. Presentation at annual conference of California Network of Educational Charters in Sacramento, CA.
- Powell, J., Blackorby, J., **Marsh, J.**, Finnegan, K., & Anderson, L. (1997). Evaluation of charter school effectiveness. Testimony presented before the CA Assembly Education Committee, Sacramento, CA.
- Marsh, J.** (1997). An evaluation of K-12 service-learning in California. Presentation at California Superintendent's "Schools In! Symposium," Sacramento, CA.
- Marsh, J.**, Stoddard, P., & Weiler, D. (1997). An evaluation of K-12 service-learning in California: Phase II status report. Presentations at California Department of Education's CalServe regional summer institutes in San Francisco and Pomona, CA.
- Marsh, J.** & Weiler, D. (1995). Making sense of local, state, and national service-learning evaluation efforts. Presentations at California Department of Education's CalServe Regional Summer Institutes in Stanford and Claremont, CA.

Marsh, J., Pope, D., & Soep, E. (1995). Evaluation of service-learning programs. Presentation at California State Conference on Service and Volunteerism, San Diego, CA.

TEACHING

Instructor, PPD599, US Education Policy. USC (Fall 2017, 2019).

Instructor, EDUC 630, Organizations and policy: Current issues. USC (Spring 2021, 2020, 2019, 2018, 2017, 2016).

Instructor. EDUC 719, Policies and politics of educational governance. USC (Fall 2020, 2016, 2015, 2014, 2013, 2011).

Instructor. EDUC 522, Challenges in urban education: Accountability. USC (Summer 2015, 2014, 2013; Spring 2012, 2011).

USC ADVISEMENT & PHD STUDENT COMMITTEES

Desiree O’Neil (**Chair**, PhD expected 2025)

Jacob Alonso (**Chair**, PhD expected 2023)

James Bridgeforth (**Co-Chair**, PhD expected 2023)

Daniel Silver (Qualifying Exam Committee Member, expected PhD 2023)

Imogen Herrick (Committee Member, expected PhD 2023)

Kaylan Baxter (Committee Member, expected PhD 2023)

Taylor Enoch-Stevens (**Chair**, PhD expected 2022)

Eupha-Jeanne McCrary (**Chair**, PhD expected 2022)

Kate Kennedy (**Chair**, PhD expected 2022)

Neha Miglani (Committee Member, PhD expected 2022)

Andrew Einsenlohr (Committee Member, PhD expected 2022)

Tom DePaola (Qualifying Exam Committee Member, PhD expected 2022)

Dwuana Bradley (**Advisor**, Postdoctoral Fellow, 2020-21, *Job placement*: USC)

Tasminda Dhaliwal (**Chair**, PhD 2021: *Job placement*: Assistant Professor, Michigan State University)

Theresa Hernandez (Qualifying Exam Committee Member, PhD 2021)

Martin Gamboa (Committee Member, PhD 2021)

Adrian Trinidad (Qualifying Exam Committee Member, PhD 2021)

Sarah Robovsky (Qualifying Exam Committee Member, PhD 2021)

Shira Korn (Committee Member, PhD 2021; **co-Advisor**, Postdoctoral Fellow, 2020-1; *Job placement*:
Mathematica)

Taylor Albright (**Chair**, PhD 2019: *Job placement*: Assistant Professor, California State Polytechnic
University, Pomona)

Shauna Campbell (Committee Member, PhD 2019)

Tenice Hardaway (Qualifying Exam Committee Member, PhD 2019)

Susan Bush (**Chair**, PhD 2018, Postdoctoral Fellowship, Northwestern U. with Professor Cynthia Coburn;
then RAND)

Eric Felix (Committee Member, PhD 2018; *Job placement*: Assistant Professor, San Diego State Univ.)

Brad Marianno (Committee Member, PhD 2018; *Job placement*: Assistant Professor, U. of Las Vegas)

Hadass Moore (Committee Member, PhD 2018: *Job placement*: Assistant Professor, Hebrew University)

Ayesha Hashim (Committee Member, PhD 2017; **Co-advisor**, Postdoctoral Fellow, 2018. *Job placement*: Assistant Professor, University of North Carolina)

Ananya Mukhopadhyay (Committee Member, PhD 2017. *Job placement*: Postdoctoral Fellowship, Temple University)

Tien Le (Committee Member, PhD 2017. *Job placement*: Los Angeles Unified School District)

Cheryl Ching (Committee Member, PhD 2017. *Job placement*: Assistant Professor, University of Mass.)

Jason Robinson (Committee Member, PhD 2017. *Job placement*: Pasadena City College)

Michelle Hall (**Chair**, PhD 2016; **Advisor**, Postdoctoral Fellow, 2017, *Job placement*: Chapman University)

Stephanie Wrabel (Qualifying Exam Committee Member, PhD 2016. *Job Placement*: Researcher, RAND)

Jahni Smith (Qualifying Exam Committee Member, PhD 2016)

Drew LaFave (Qualifying Exam Committee Member, PhD 2016)

Joyce Gomez (Qualifying Exam Committee Member, PhD 2016)

Alice Huguet (**Chair**, PhD 2015. *Job placement*: Postdoctoral Fellowship, Northwestern University with Professors Jim Spillane and Cynthia Coburn; then RAND)

Andrea Bingham (Committee Member, PhD 2015. *Job placement*: Assistant Professor, Univ. of Chicago)

Rodolfo Acosta (Committee Member, PhD 2015. *Job placement*: Research Associate CSU Fullerton)

Tracey Weinstein (Committee Member, PhD 2014. *Job placement*: Director of Policy, Students First)

Julia Duncheon (Qualifying Exam Committee Member, PhD, 2015. *Job Placement*: Assistant Professor, University of Texas- El Paso)

Keith Witham (Qualifying Exam Committee Member, PhD, 2014. *Job Placement*: Assistant Professor, Temple University)

Robin Bishop (Qualifying Exam Committee Member, PhD, 2014. *Job Placement*: Assistant Professor, Mount St. Mary's University)

Matthew Duque (Qualifying Exam Committee Member, PhD 2014. *Job placement*: Harvard Strategic Data Fellowship)

Melanie Bertrand (**Advisor**, Postdoctoral Fellow, 2012-13. *Job placement*: Assistant Professor, Arizona State University)

Caitlin Farrell (**Chair**, PhD 2012. *Job placement*: Postdoctoral Fellowship, UC Berkeley with Prof. Cynthia Coburn: Currently Director, National Center for Research in Policy and Practice, Univ. of Colorado)

Dara Zeehandelaar (Committee Member, PhD 2012. *Job placement*: Research Manager, Fordham Inst.)

PROFESSIONAL SERVICE AND AFFILIATIONS

Co-Editor *Educational Evaluation and Policy Analysis* (2018 - present)
 Book Series (with Meredith Honig, University of Washington): "School Districts: Research, Policy, and Reform," published by the State University of New York Press (2006-2008)

Editorial Boards *Educational Evaluation and Policy Analysis* (2012 – 2018)
Educational Researcher (2020 – present)
Elementary School Journal (2017 – present)
American Educational Research Journal (2015 – 2021)

Reviewer	<p><i>American Educational Research Journal</i> <i>American Journal of Education</i> <i>Educational Assessment Journal</i> <i>Educational Evaluation and Policy Analysis</i> (2013 outstanding reviewer award) <i>Educational Policy</i> <i>Educational Researcher</i> <i>Elementary School Journal</i> <i>Journal of Educational Administration</i> <i>Journal of Educational Change</i> <i>Peabody Journal of Education</i> <i>Society for Research on Educational Effectiveness</i> <i>Studies in Educational Evaluation</i> <i>University of Chicago Press</i></p>
Grant Reviewer	<p>Institute of Education Sciences, U.S. Department of Education</p> <ul style="list-style-type: none"> • <i>Knowledge Utilization R&D Centers Peer Review Panels, 2014, 2015</i> <p>Spencer Foundation</p> <ul style="list-style-type: none"> • <i>Lyle Spencer Research Awards Program reviewer, 2018, 2019</i> • <i>Evidence for the Classroom Grant Program reviewer, 2012, 2013</i> <p>W.T. Grant Foundation</p> <ul style="list-style-type: none"> • <i>Research Evidence Use in Policy and Practice external reviewer, 2012, 2013</i> <p>William and Flora Hewlett Foundation</p>
Invited Member	<p>National Research Team, Education Research Alliance for New Orleans (2014-present)</p> <p>Los Angeles Education Research Institute (non-profit partnered with Los Angeles Unified School District to advance research for educational improvement), Research Affiliate (2011-present)</p> <p>William L. Boyd National Education Politics Workshop, Politics of Education Association, mentor scholar (AERA, 2020, 2019, 2016, 2013, 2011)</p> <p>AERA-sponsored Intensive Research Workshop, <i>Thinking Systemically: Improving Districts Under Pressure</i>, presenter/member (Fall 2011)</p> <p>Spencer Foundation Scholar and Practitioner Forum, Initiative on Data Use and Educational Improvement, member (2009-10)</p> <p>Public Education Network Scholar’s Forum on Public Engagement, member & co-organizer (2005-06)</p>
Professional Associations	<p>American Educational Research Association (AERA), member (1995-present)</p> <p>Association for Education Finance and Policy, member (2015-present)</p>
Membership & Leadership	<p>University Council for Educational Administration (UCEA), Plenary Session Representative (2021-present)</p>

Politics of Education Association SIG, Treasurer (2018-2020)
 AERA Division L Mentoring Committee & Proposal Reviewer (2016-2019)
 AERA Family, School, Community Partnership Special Interest Group Dissertation
 Award Nominating Committee, member (2004)

**Advisory Boards/
 Committees**

Steering Committee Member, Common Core Research Consortium, California
 Institutions of Higher Education, Educational Leadership programs (2014-2016)

Technical Working Group Member, Mathematica Policy Research/Teachers
 College, *District-Charter Collaboration National Evaluation*, funded by the Gates
 Foundation (2013-2017)

Research Advisory Board Member for University of Washington study (Meredith
 Honig), *Research Use as Learning: The Case of School District Central Offices*,
 funded by the W.T. Grant Foundation (2010-2014)

Research Advisory Panel for the Council of the Great City Schools research project,
Improving Standards and Data Use in the Great City School, funded by the Gates
 Foundation (2009-2011)

Spencer Foundation Research Training Grant Advisory Board, Stanford, CA (2000-02)

California K-12 Service-Learning Evaluation Advisory Board, sponsored by the
 California Department of Education & U.C. Berkeley Service-Learning Research &
 Development Center (1997-2001)

Chair/Organizer

Examining efforts to achieve more inclusive and equitable engagement in district
 decision-making. Symposium at the American Educational Research Association
 (AERA) Conference, Toronto, Canada (April 2019)

Redesigning educational systems: Influences and practices around structural
 changes in U.S. education, Symposium at the AERA Conference, New York City, NY
 (April 2018)

Rethinking accountability: Early research on California CORE Waiver Districts.
 Symposium at the AERA Conference, San Antonio, TX (April 2017)

To devolve, democratize, and redistribute: Investigating implementation of
 California's Historic Local Control Funding Formula. Symposium at the AERA
 Conference, Washington, DC (April 2016)

Exploring the implementation and effects of various levers in multiple-measure
 teacher evaluation. Symposium at AERA Conference, Washington, DC (April 2016)

From data and evidence to decisions for school and district improvement:
 Synthesizing findings and extending theory. Symposium at the AERA Conference,
 Philadelphia, PA (April 2014)

Deconstructing Data Use in Education: Investigating How, Where and by Whom
 Data Are Used for Instructional Decision Making. Symposium at the AERA
 Conference, San Francisco, CA (April 2013)

The Urban School District Crisis: New Directions for Reform and Research Advancing Excellence and Equity. Presidential Symposium at the AERA Conference, San Francisco, CA (April 2013).

Interventions to Support Data-Driven Decision Making and Instructional Improvement: Frameworks and Findings. Roundtable session at the AERA Conference, Vancouver, Canada (April 2012)

Defining and supporting high-quality literacy coaches. Symposium at the AERA Conference, Denver, CO (April 2010)

Implementation and impact of literacy coaches: A K-12 perspective. Symposium at the AERA Conference, New York, NY (March 2008)

Evidence-based practices in schools and districts: Conceptions, capacity, and lessons. Symposium at the AERA Conference, Montreal, Canada (April 2005)

Strategic differences in theories of school system reform: Early implementation and effects of district-intermediary partnerships to improve teaching and learning, Symposium at the AERA Conference, San Diego, CA (April 2004)

District-community partnerships: Creating conditions that matter for students' learning. Symposium at the AERA Conference, Chicago, IL (April 2003)

**University
Service**

University Committee on Curriculum, Social Sciences, USC (2016-present)

SPT Committee, USC RSOE (2013-present)

Course Coordinator (EDUC 719) USC RSOE (2014-present)

Doctoral Programs External Review Committee, USC School of Social Work (2021)

Dean's Search Committee (2019-2020)

University Committee on Work and Family Life, USC (2017-2019)

Faculty Council, USC Rossier School of Education (RSOE) (2015- 2019)

K-12 Concentration Chair, USC RSOE (2014-2019)

PhD Governance Committee, USC RSOE (2015-2018)

RSOE Postdoctoral Scholar Selection Committee, USC RSOE (2015)

Steering Committee, Org. Change and Leadership Ed.D., USC RSOE (2014-2015)

USC Faculty Advisory Task Force Opportunities for Place-Based Research (2013-14)

**Community
Service**

Echo Horizon School, Member, Board of Trustees (2016-present)

Board Member, TeachingReady.org, Santa Monica, CA (2016-2018)

Echo Horizon School, Secretary, Parent Association (2014 – 2016)

Bd Member, Cornerstone OnDemand Ed. Foundation, Santa Monica, CA (2010-13)

Board Member/Vice President, Friends for Youth, Redwood City, CA (1997-2002)