

Daniel Silver

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EDUCATION

Rossier School of Education, University of Southern California, Los Angeles, CA August 2018-May 2022

Ph.D. in Urban Education Policy with a concentration in K-12 Policy

- Advisor: Dr. Morgan Polikoff

Dornsife College of Letters, Arts and Sciences, University of Southern California, Los Angeles, CA

M.S. in Applied Economics and Econometrics

August 2019-December 2021

- Methods coursework includes: quasi-experimental methods, hierarchical linear models, time series analysis, machine learning methods, experimental methods

Charles Sposato Graduate School of Education, Boston, MA

August 2013-October 2015

Masters of Effective Teaching (conferred through Match Public Charter School, Boston, MA)

- Massachusetts Initial Teaching License, Elementary Education (grades 1-6), February 2015
- SEI (Sheltered English Immersion Program) Certified, April 2014

Williams College, Williamstown, MA

August 2009-June 2013

Bachelor of Arts in Chinese and Psychology, Magna Cum Laude

- Senior honors thesis: Effects on Peer Interaction on Children's Curiosity

SCHOLARSHIP

Working Papers

Silver, D. (in press). A theoretical framework for studying teachers' curriculum supplementation. *Review of Educational Research*.

Polikoff, M., Rabovsky, S., **Silver, D.**, & Wolfe, R. (in press). The equitable distribution of opportunity to learn in mathematics textbooks. *AERA Open*.

Polikoff, M., & **Silver, D.** (under review). What is supplementation, and who supplements?: Exploring variation in teachers' use of supplementary curriculum materials using the lasso.

Aguilar, S. A., **Silver, D.**, & Polikoff, M. (under review). Using data science techniques to collect and analyze over 500,000 lessons on teacherspayteachers.com.

Haderlein, S., **Silver, D.**, Saavedra, A., Polikoff, M., Rapaport, A., & Garland, M. (under review). Experiences of American Families in the Time of COVID: Evidence from a Nationally Representative Panel.

Silver, D., Haderlein, S., Polikoff, M., Saavedra, A., Rapaport, A., & Garland, M. (in progress). Higher Education Experiences in the Time of COVID: Evidence from a Nationally Representative Panel.

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

Silver, D., & Polikoff, M. (2021). *ANet Breakthrough Results Fund year 3 implementation report*. Los Angeles, CA: University of Southern California.

Saavedra, A., Rapaport, A., & **Silver, D.** (2020). *Matching supports to student needs: Survey results highlight where schools, policymakers can help*. Bothell, WA: The Evidence Project.

Polikoff, M., Wang, E., Haderlein, S. K., Kaufman, J., Woo, A., **Silver, D.**, Opfer, V. D. (2020). *Exploring coherence in English Language Arts instructional systems in the common core era*. Santa Monica, CA: RAND Corporation.

Kho, A., Tong, T., Polikoff, M., & **Silver, D.** (2020). *ANet Breakthrough Results Fund impact report 1*. Los Angeles, CA: University of Southern California.

Polikoff, M., **Silver, D.**, & Kho, A. (2019). *ANet Breakthrough Results Fund year 1 implementation report*. Los Angeles, CA: University of Southern California.

Selected Blogging

Saavedra, A., Rapaport, A., & **Silver, D.** (2021, June 9). Why some parents are sticking with remote learning—even as schools reopen. *Brookings*. <https://www.brookings.edu/blog/brown-center->

[chalkboard/2021/06/08/why-some-parents-are-sticking-with-remote-learning-even-as-schools-reopen/](https://www.brookings.edu/blog/brown-center-chalkboard/2021/06/08/why-some-parents-are-sticking-with-remote-learning-even-as-schools-reopen/)

- Saavedra, A., Polikoff, M., **Silver, D.**, & Rapaport, A. (2021, March 23). Almost everyone is concerned about K-12 students' academic progress. *Brookings*. <https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/23/almost-everyone-is-concerned-about-k-12-students-academic-progress/>
- 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? *Brookings*. <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 cancelling standardized testing this spring. That might not be a good idea. *The 74 Million*. Retrieved from <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/>
- Polikoff, M., **Silver, D.**, & Korn, S. (2020, August 4). What's the likely impact of COVID-19 on higher ed? *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2020/08/04/analysis-data-national-survey-impact-pandemic-higher-ed-opinion>
- Saavedra, A., Rapaport, A., **Silver, D.**, Polikoff, M., Garland, M., Korn, S. (2020, August 3). Parents' perspectives on the effects of COVID-19 on K-12 education, April-July 2020. *The Evidence Base, USC Schaeffer Center of Health Policy & Economics*. Retrieved from <https://healthpolicy.usc.edu/evidence-base/parents-perspectives-on-the-effects-of-covid-19-on-k-12-education-april-july-2020/>
- Silver, D.** (2019, April 18). Promising evidence on the engagement of disadvantaged parents with LCFF and the California School Dashboard. *Center for Education Policy, Equity and Governance*. Retrieved from <https://cepeg.usc.edu/promising-evidence-on-the-engagement-of-disadvantaged-parents-with-lcff-and-the-california-school-dashboard/>.
- Haderlein, S., **Silver, D.**, & Saavedra, A. (2020, October 28). The families talking—and not talking—with children about racism. *FutureEd*. Retrieved from <https://www.future-ed.org/the-families-talking-and-not-talking-with-children-about-racism/>.

Conference Presentations

- Marion, S., Vo, T., & **Silver, D.** (2021, June 21-23). *The perfect opportunity to collect opportunity-to-learn data*. Council of Chief State School Officers National Conference on Student Assessment. (Held virtually)
- Gittens, A., Woo, A., Wang, E., Kaufman, J., Opfer, V. D., Polikoff, M., **Silver, D.**, Haderlein, S. (2021, April 8-12). *Exploring coherence in English language arts instructional systems in two states* [Poster session]. AERA Annual Meeting. (Held virtually)
- Silver, D.**, Haderlein, S., Saavedra, A., Polikoff, M., Rapaport, A., & Garland, M. (2021, Mar 17-19) *Higher education experiences in the time of COVID: Evidence from a nationally representative panel* [Paper presentation]. AEFPP Annual Conference. (Held virtually)
- Polikoff, M. S. & **Silver, D.** (2020, Apr 17 - 21) *When supplementing makes sense: English Language Arts teachers' decisions to supplement official curriculum* [Paper presentation]. AERA Annual Meeting, San Francisco, CA. <http://tinyurl.com/yx8c48yk> (Conference Canceled)
- Silver, D.** & Herrick, I. (2020, Apr 17 - 21) *Tortoise and the hare: Adoption and implementation of Common Core and Next Generation Science Standards* [Roundtable session]. AERA Annual Meeting, San Francisco, CA. <http://tinyurl.com/spnakzq> (Conference Canceled)
- Polikoff, M. S. & **Silver, D.** (2020, Mar 19 - 21) *Defining and predicting teachers' supplementation of official curriculum materials: An exploratory analysis* [Poster session]. AEFPP Annual Conference, Fort Worth, TX. (Conference Canceled)

RESEARCH ACTIVITIES and PROJECTS IN PROGRESS

“Characteristics of Coherent Instructional Systems and their Relationship to Outcomes for Black, Latino, English Learner-designated, and Low-Income Students” 2018-2022

- **Bill and Melinda Gates Foundation** (Co-Principal Investigators: Julia Kaufman, Morgan Polikoff, V. Darleen Opfer, Elaine Wang)

- Report on curriculum use trends from a state-representative panel survey of teachers and school leaders.
- Assist with writing of peer-reviewed project reports and journal articles.

“*Achievement Network Evaluation (subcontract from Achievement Network)*” 2018-2022

- **Ballmer Group** (Co-Principal Investigators: Adam Kho, Morgan Polikoff)
- Analyze and compile reports based on teacher, school leader, and district leader surveys in response to interventions for improving data-driven decision making and standards-aligned instruction in five Breakthrough Results Fund districts.
- Conduct and analyze interviews with selected organization, school, and district officials to contextualize survey data.

“*Achievement Network Comprehensive Measurement System (subcontract from Achievement Network)*” 2021

- **Achievement Network** (Principal Investigator: Morgan Polikoff)
- Translate school-level and district-level logic models into sets of measurable constructs, then generate tools to best measure those constructs and provide guidance for how best to implement those tools across the organization.

“*RAPID: Exploring COVID and the Effects on U.S. Education: Evidence from a National Survey of American Households*” 2020-2021

- **National Science Foundation** (Co-Principal Investigators: Morgan Polikoff, Anna Saavedra)
- Analyze nationally representative, longitudinal panel data on the impact of COVID-19 on parents’ concerns over and impressions of their students’ STEM-related outcomes.
- Write papers, reports, and commentaries/press releases for academic and public audiences.

“*COVID-19: US Data Collection for Household Response and Impact Monitoring*” (Education Supplement) 2020

- **Bill and Melinda Gates Foundation** (Principal Investigator: Anna Saavedra)
- Analyze nationally representative, longitudinal panel data on the impact of COVID-19 on families’ educational experiences.
- Write papers, reports, and commentaries/press releases for academic and public audiences.

RESEARCH INTERESTS

- Alignment among curricular materials, standards, and teacher practice
- Teacher decision making around supplemental materials
- Teacher decisions’ effects on students’ opportunity-to-learn
- Common Core and State Learning Standards
- Teacher-parent versus school-parent engagement

HIGHER EDUCATION TEACHING EXPERIENCE

Teaching apprenticeship experience

- EDPT 652: Multiple Regression (PhD Level: USC Rossier School of Education; Professor: Dr. David Quinn; Summer 2020)
- PSYC 201: Experimentation and Statistics in Psychology (Undergraduate: Williams College; Professor: Dr. Steve Fein; Spring 2013)
- CHIN 201: Intermediate Chinese (Undergraduate: Williams College; Professor: Dr. Li Yu; Fall 2012-Spring 2013)

HONORS/AWARDS

Rossier Dean’s Assistantship, University of Southern California	2018-present
AEI Education Policy Academy Selectee	July 2019
Center for Assessment Summer Internship Selectee	Summer 2021

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association for Education Finance and Policy
National Council on Measurement in Education
Center for Education Policy, Equity and Governance, Research Associate

SERVICE

Center for Educational Policy, Equity, and Governance summit organizer, Rossier School of Education Fall 2018

- Helped organize a convening of LA-County superintendents to build ties between research and practice

EMPLOYMENT HISTORY

Third grade teacher, Match Community Day School, Boston, MA August 2014-June 2018

- Planned, differentiated, and delivered common core-aligned lessons in math and language arts
- 2017-2018 school year: mentored new teachers and led all data analysis as Grade Level Lead

Curriculum writer, Match Community Day School, Boston, MA July-August 2016, 2017, 2018

- Wrote and edited assessment questions to assess 2nd through 5th grade Common Core standards
- Wrote daily lesson plans for a 5th grade literature class aligned to Common Core standards