

## Morgan S. Polikoff

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### Academic Appointments

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**Associate Professor of Education**, 2016-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

Certificate of Advanced Studies in Education Sciences

**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

#### Articles in Peer-Reviewed Journals

Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D., & Carrell, S. (in press). Curriculum reform in the Common Core era: Evaluating textbooks using student achievement data. *Journal of Policy Analysis and Management*.

\*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*. Advance online publication. doi: 10.1162/edfp\_a\_00318.

Hutt, E., & Polikoff, M. S. (2020). Toward a framework for public accountability in education reform. *Educational Researcher*. Advance online publication. doi: 10.3102/0013189X20931246.

\*Polikoff, M. S., Campbell, S., Rabovsky, S., Koedel, C., Le, 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. (2019). Don't blame the teacher? The need to account for student characteristics in evaluations of teaching quality. *Journal of Educational Psychology*. Advance online publication.
- \*Matewos, A. M., Marsh, J. A., McKibben, S., Sinatra, G. M., Le, 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., Le, 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**

\*Aguilar, S., Silver, D., & Polikoff, M. S. (2020). Using data science techniques to collect and analyze over 500,000 lessons on TeachersPayTeachers.com.

\*Campbell, S. E., Korn, S., & Polikoff, M. S. (2020). Offloading, adapting, and improvising under the CCSS: Curriculum materials use among California eighth-grade math teachers.

\*Danielson, R. W., Sinatra, G. M., Seyranian, V., Heddy, B. C., Marsh, J. A., & Polikoff, M. S. (2019). An interesting measure: Validating an instrument to assess 4<sup>th</sup> grade students' interest in STEM content.

\*Le, Q. T., & Polikoff, M. S. (2019). The effects of English language development curriculum materials on students' English proficiency. *Revise and resubmit*.

\*Polikoff, M. S., & Silver, D. (2020). What is supplementation, and who supplements? Exploring variation in teachers' use of supplementary curriculum materials using the lasso.

Savage, C., Hübner, N., Biewen, M., Nagengast, B., & Polikoff, M. S. (2020). Social studies textbook effects: Evidence from Texas. (revise and resubmit)

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

Polikoff, M. (in press). Alignment. In S. Brookhart (Ed.), *Routledge encyclopedia of education*.

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. 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*. Los Angeles, CA: 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*. Palo Alto, CA: 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). New York, NY: Oxford University Press.

Polikoff, M., & Dean, J. (2019). *The supplemental curriculum bazaar: Is what's online any good?* Washington, DC: 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*. Los Angeles, CA: 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*. Sacramento, CA: Policy Analysis for California Education.
- White, R. S., & Polikoff, M. S. (2019). *The properties of non-academic school performance measures*. Sacramento, CA: 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*. Cambridge, MA: 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*. Palo Alto, CA: 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*. Palo Alto, CA: Stanford University.
- \*Polikoff, M., & Campbell, S. (2018). *Adoption, implementation, and effects of curriculum materials*. Malden, MA: 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*. Palo Alto, CA: 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?* Palo Alto, CA: 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). New York, NY: 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*. Washington, DC: Thomas B. Fordham Institute.
- \*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.
- 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)*. Washington, DC: 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)*. Amsterdam, NL: 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). Lanham, MD: 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., & Le, T. (2014). *Californians and public education: Results from the third PACE/USC Rossier poll*. Palo Alto, CA: 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). Thousand Oaks, CA: 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). Thousand Oaks, CA: 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). San Francisco, CA: 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*. <http://www.tcrecord.org/Content.asp?ContentId=17585>
- Polikoff, M. S. (2014). *Common Core State Standards assessments: Challenges and opportunities*. Washington, DC: Center for American Progress.

\*Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2014). *Grading the No Child Left Behind waivers*. Washington, DC: 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). New York, NY: 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*. Palo Alto, CA: Policy Analysis for California Education.

Polikoff, M. S., & McEachin, A. (2013). *Fixing the Academic Performance Index*. Palo Alto, CA: 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). Thousand Oaks, CA: Sage.

Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. (2008). *VAL-ED technical manual*. Nashville, TN: 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, Comments, Reviews, Editorials, etc.**

\*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

**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, \$200,000.

**California Department of Education**, "21st Century California School Leadership Academy," External Evaluator (Project Director Xiomara Mateo-Gaxiola, Los Angeles Education Partnership), 2020-2023, \$3,300,000.

**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, R&D Center on Standards in Schools**, "Center on Standards, Alignment, Instruction, and Learning (C-SAIL)," co-Principal Investigator (Principal Investigator Andrew C. Porter), 2015-2020, \$10,000,000.

**WT 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, Early-concept Grants for Exploratory Research**, "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, Impact, and Special Training**

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### **Awards**

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)

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

AERA Division L Outstanding Dissertation Award (2011)

## Impact

Fifth most-read article in an AERA journal in 2017 for “Is Common Core ‘working’? And where does Common Core research go from here?” (2018)

Ninth most-read article in *AERJ* in 2015 for “How well aligned are textbooks to the Common Core Standards in mathematics?” (2016)

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

*Sara Mead’s Policy Notebook* (*Education Week* blog): Named one of “nine people who will shape education in the next 10 years” (2014)

## Training

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), with Michael A. Gottfried

University of Pennsylvania IES Pre-doctoral Fellow (2007-2010)

## Presentations

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### Selected Conference Presentations

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., Gasparian, H., Korn, S., & Gamboa, M. (2018). *Developing new measures of teachers' standards implementation*. Paper presented at the annual conference of the American Educational Research Association, New York, NY.
- 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.
- Polikoff, M. S. (2017). *Evaluating the evaluation: What worked and didn't work in the new alignment methodology?* Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.
- 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.
- Marsh, J., Mukhopadhyay, A., McKibben, S., Le, Q. T., Polikoff, M., & Sinatra, G. (2016). *Teacher learning for inquiry science instruction: The centrality of self-reflection on instructional role*. Paper presented at the annual conference of the American Educational Research Association, Washington, DC.
- Mukhopadhyay, A., Young, T. K., Marsh, J., McKibben, S., Le, 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., Le, 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., & Hardaway, T. (2016). *The adoption of mathematics and science curriculum materials to align with new standards*. 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., & Le, 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., Le, 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.
- Wrabel, S. L., Gottfried, M., & Polikoff, M. S. (2015). *Instructional practices in the inclusive classroom: A cross-cohort analysis*. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC.
- 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.
- Gottfried, M. A., & Polikoff, M. S. (2014). *English Language Learner classmates and the classroom social skills of students with disabilities*. 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., & Wrabel, S. L. (2013). *Inclusive education practices: Influence of instructional groupings on the academic achievement of students with disabilities*. Paper presented at the 2013 Annual Conference of the American Educational Research Association, San Francisco, CA.
- 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.
- Hochberg, E. D., Desimone, L. M., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, J. (2012). *Comparing formal and informal mentoring for novice middle school mathematics teachers*. 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.
- Polikoff, M. S. (2009). *High school coursework and college readiness rates: Implications for higher education accountability and autonomy*. Poster presented at the Institute of Education Sciences Fourth Annual Research Conference, Washington, DC.
- Polikoff, M. S., & Gottfried, M. A. (2009). *The academic achievement and attainment of sexual minority youth*. Poster presented at the 2009 Annual Conference of the American Educational Research Association, San Diego, CA.

### **Selected Invited Presentations**

- 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). *Curriculum matters*. Invited lecture at the researchedED New York 2017 Conference, Brooklyn, NY.
- 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. (2017). *Quality instructional materials*. Webinar presented to the California Curriculum Collaborative, Los Angeles, CA.
- Polikoff, M. S. (2017). *Is Common Core working?* Webinar presented on the Hunt Institute Common Core State Standards Partners Call, Los Angeles, CA.
- 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). *The adoption of mathematics curriculum materials to align with new standards*. Presented at the Policy Analysis for California Education Policy Research Panel, Riverside, CA.
- 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). *Textbooks and the Common Core*. Presented at the Education Writers Association Seminar on Teaching and Testing in the Common Core Era, 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). *Lies, damn lies, and alignment: Important alignment issues in the Common Core era*. Presented at the University of California Irvine School of Education Brownbag Series, Irvine, CA.
- 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.

Polikoff, M. S. (2011). *The Common Core: America's new standards.* Presented at the Young Presidents' Organization education policy meeting, Los Angeles, CA.

### **Selected Guest Lectures**

- 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 599: Survey Design and Analysis (Ph.D.)\*

EDUC 658: Hierarchical Linear Modeling (Ph.D.)\*

EDUC 790: Directed Reading, *Survey Research Methods* (Ph.D.)

EDUC 790: Directed Reading, *Methods Matter* (Ph.D.)  
Co-taught with Tatiana Melguizo & Katharine Strunk

EDUC 790: Directed Reading, *Schools as Organizations* (Ph.D.)

EDUC 790: Directed Reading, *The Theory and Practice of Item Response Theory* (Ph.D.)\*

EDUC 790: Directed Reading, *Principles and Practice of Structural Equation Modeling* (Ph.D.)\*

GESM 131g: Educational Access and Opportunity from Cradle to College (undergraduate)\*

### **Professional Service**

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#### **Editorships**

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

- *Educational Researcher* (2015-present)
- *AERA Open* (2014-present)
- *Educational Evaluation and Policy Analysis* (2012-2015)
- *Educational Administration Quarterly* (2011-2018)

### **Ad Hoc Peer Reviewer**

#### **2020**

- *Education Policy Analysis Archives; Educational Measurement: Issues and Practice; Journal of Curriculum Studies; Journal of Policy Analysis and Management; Journal of School Leadership; Leadership and Policy in Schools; Learning and Instruction*

#### **Previous years**

- *Action in Teacher Education; AERA Annual Conference; American Educational Research Journal-SIA and TLHD; 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 Sciences; Educational Assessment; Educational Assessment, Evaluation, & Accountability; Educational Evaluation and Policy Analysis; Educational Policy; Educational Psychology; Educational Researcher; Educational Studies; International Journal of STEM Education; Journal for Research on Educational Excellence; Journal of Economic Behavior and Organization; Journal of Educational and Behavioral Statistics; Journal of Educational Change; Journal of Personality and Social Psychology: Attitudes and Social Cognition; Journal of Teacher Education; National Science Foundation EHR Core ad hoc review; Oxford University Press; Politics of Education Association Annual Yearbook; Professional Development in Education; Publius; Race and Social Problems; Reading and Writing; School Effectiveness and School Improvement; Smith Richardson Foundation grants; Social Science Research; Society for Research on Educational Effectiveness Annual Conference; Swiss National Science Foundation; Teachers College Record; WT Grant Scholars*

### **External Review Committees**

- AERA Capstone Workshop faculty reviewer (2019)
- Association for Education Finance and Policy Program Committee (2017, 2018)
- 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**

- Tennessee SCORE Accountability Working Group (2019-present)
- Board of Directors, Data Quality Campaign (2019-present)

- IES Technical Working Group, Implementation of Title I/II-A Program Initiatives (2019)
- AERA Research Advisory Committee (2017-present)
- Advisory Board, Evidence Based Education (2017-present)
- Vice President, Board of Directors, QEDU (2017-present)
- 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-present)
- 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 Mentoring Award Selection Committee (2020)
- USC Committee on Academic Policies and Procedures (2019-present)
- Rossier Strategic Plan Task Force (2018-present)
- Rossier Teaching Task Force (2018-present)
- Rossier EdL application review (2018-present)
- Price School Grade Dispute Committee (2017-present)
- Rossier Salary, Promotions, and Tenure Committee (2016-present)
- Rossier Tenure Track Faculty Annual Performance Reviews (2013-present)
- 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)

### **Postdoctoral Scholars Advised**

- Michael Lawson (2019-2020)
- Rachel White (2017-2018); Old Dominion University
- Jessica Rodrigues (2017-2019); University of Missouri

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

- Sarah Rabovsky (2019-present)
- Dan Silver (2018-present)
- Russell McFall (2017-2019)
- Tasmin Dhaliwal (co-advised with Katharine Strunk, 2017-present)
- Paul Bruno (co-advised with Katharine Strunk, 2017-present)
- Shira Korn (2016-present)
- Martin Gamboa (2016-present)
- Hovanes Gasparian (2015-2017)
- Tenice Hardaway (2014-2018)
- Shauna Campbell (2014-2018)
- Nan Zhou (2013-2018)
- Tien Le (2014-2017)
- Stephani Wrabel (2016)
- Matt Duque (co-advised with Dominic Brewer, 2014)

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

- Martin Gamboa, QE & dissertation (chair, 2018-20)
- Sarah Rabovsky, QE & dissertation (chair, 2018-20)
- Tasmin Dhaliwal, QE & dissertation (chair, 2018-20)
- Shira 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)
- Tien Le, 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. Dissertation Committees**

- Ashley Sparks (2020)
- Jeremy Gerson (2020)
- Aime Black (2012)
- Aaron Peralta (2012)
- Alissa Levy (2012)

#### **Other Advising**

- Fridaouss Nabine, USC Research Gateway Scholars Program, (2017)

#### **Affiliations**

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

Member, Scholars Strategy Network (2018-present)

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

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-present)

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

#### **Selected Consulting**

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

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

**CORE Districts**, Technical Advisory Group, member, 2018-present

**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, reviewer, 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?, project co-director, 2014-2016

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

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

## **Selected Media & Blogging**

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### **Personal Blog**

<http://www.morganpolikoff.com>

### **Selected Blogging**

Saavedra, A., Polikoff, M., Korn, S., Rapaport, A., & Garland, M. (2020, June 8). Beyond policing, we must also address black-white educational disparities. *Medium*. Retrieved from <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*. Retrieved from <https://www.future-ed.org/whos-learning-under-quarantine-whos-not/>.

Polikoff, M. (2019, December 10). The supplemental curriculum materials bazaar. *Education Next*. Retrieved from <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*. Retrieved from <https://www.educationnext.org/make-2019-results-nations-report-card/>.

Polikoff, M. (2019, October 24). Racism comes home to roost. *Education Next*. Retrieved from <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*. Retrieved from <https://cepeg.usc.edu/what-l-a-voters-think-about-california-schools/>.

- Polikoff, M. (2019, January 22). California School Dashboard redux. *FutureEd*. Retrieved from <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*. Retrieved from <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*. Retrieved from <https://scholars.org/brief/how-good-statewide-data-and-careful-research-school-textbooks-can-improve-student-learning>.
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