

## Taylor N. Allbright

Curriculum Vitae

December 21, 2018

Web Version

University of Southern California, Rossier School of Education  
Center on Education Policy, Equity and Governance  
taylor.allbright@usc.edu

### EDUCATION

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- In Progress    **Ph.D., Urban Education Policy**  
University of Southern California, Rossier School of Education  
Dissertation: “Implementing District Policies for Racial Equity”
- 2014            **M.A., Education with an Emphasis on Teaching**  
Mills College
- 2008            **B.A., Political Science and Gender Studies**  
University of California Berkeley

### PUBLICATIONS

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#### Peer-Reviewed Journal Articles

**Allbright, T. N.**, Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2018). Conceptualizing equity in the implementation of California education finance reform. *American Journal of Education*. Advance online publication. <https://doi.org/10.1086/701247>

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. *The Journal of Educational Research*, *110*(3), 308–316.

#### Peer-Reviewed Reports and Papers

**Allbright, T.N.**, Marsh, J.A., Daramola, E.J., & Kennedy, K. (in press). California positive outliers: Hawthorne school district. Stanford, CA: Learning Policy Institute.

Marsh, J.A., Hall, M., **Allbright, T.N.**, Tobben, L., Mulfinger, L., Kennedy, K., Daramola, E.J. (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? Stanford, CA: Policy Analysis for California Education.

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

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

### **Other Publications**

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.

### **AWARDS AND HONORS**

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2019            **David L. Clark National Graduate Research Seminar in Educational Administration and Policy.** University Council for Educational Administration (UCEA), American Educational Research Association (AERA) Divisions A and L, and SAGE Publications.

2017            **Award for Excellence in Teaching.** Rossier School of Education, University of Southern California.

### **GRANTS AND FELLOWSHIPS**

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2018            **USC Rossier School of Education Internal Research Funds Award.**  
*Implementing District Policies for Racial Equity.* Principal Investigator.

2015-2019    **USC Rossier School of Education Dean's Fellowship.**

2015-2019    **USC Rossier School of Education Travel and Research Stipend.**

### **CONFERENCE PRESENTATIONS**

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**Allbright, T.N.**, Marsh, J.A. & Tobben, L. (2019, April). Reciprocal relationships: Advancing equity through democratic engagement and finance reform. In symposium, *Examining Efforts to Achieve More Inclusive and Equitable Engagement in District Decision-*

*Making*. Symposium accepted for the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Marsh, J.A., **Allbright, T.N.**, Bulkley, K.E., & Kennedy, K. (2019, April). Kaleidoscope of school options: Differentiating school missions, values, and practices in Los Angeles. In symposium, *Institutional Perspectives in Education Policy: New Directions in Theory and Research* (chair & session organizer). Symposium accepted for the annual meeting of the American Educational Research Association, Toronto, Canada.

**Allbright, T.N.** (2018, November). School district policy for racial equity: A review of the literature. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX.

**Allbright, T. N.**, Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2018, April). Conceptualizing equity in the implementation of California education finance reform. In symposium, *Towards a Civil Rights Education Finance Research Agenda* (Session Organizer). Symposium conducted at the annual meeting of AERA, New York, NY.

Marsh, J.A., McKibben, S., Hough, H., Hall, M., **Allbright, T.N.** (presenting author), Matewos, A.M., & Siqueira, C. (2018, April). enacting social-emotional learning practices and supports employed in CORE districts and schools. In symposium, *Improving Social-Emotional Skills at Scale: Measurement and Innovation in the CORE Districts*. Symposium conducted at the annual meeting of AERA, New York, NY.

**Allbright, T.N.** & Marsh, J.A. (2017, April). Policy narratives in school accountability: Designing systems to include measures of social-emotional learning. In symposium, *Rethinking Accountability: Early Research on California's CORE Waiver Districts*. Symposium conducted at the annual Meeting of AERA, San Antonio, TX.

## INVITED PRESENTATIONS

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2018      Allbright, T.N. (2018, September). Enacting social-emotional learning: Insights for relationship-centered schools. Keynote speaker at *Relationship Centered Schools Convening*. Professional development day organized by Californians for Justice and Long Beach Unified School District. Signal Hill, CA.

2018      Allbright, T.N. (2018, September). Enacting social-emotional learning: Practices and supports employed in CORE districts and schools. At *Supporting the Whole Child: Practice, Policy, and Measurement*. Conference organized by Policy Analysis for California Education and Learning Policy Institute. Sacramento, CA.

2018      Allbright, T.N. (2018, May). Enacting social-emotional learning: Practices and supports employed in CORE districts and schools. In *Advancing Social-Emotional Learning Measurement and Practice: Lessons from the CORE Districts*. Webinar organized by Policy Analysis for California Education.

## TEACHING EXPERIENCE

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- 2017 Teaching Assistant with Estela Bensimon. **Introduction to Qualitative Research Methods** (PhD course). Rossier School of Education, University of Southern California. Summer 2017. As TA, I co-designed and co-taught the course. Average instructor rating: 4.9/5.0.
- 2017 Teaching Assistant with Julie Marsh. **Organizations and Policy: Current Issues** (PhD course). Rossier School of Education, University of Southern California. Spring 2017. As TA, I co-designed and co-taught the course. Average instructor rating: 4.8/5.0.

## K-12 TEACHING AND LEADERSHIP EXPERIENCE

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- Instructional Coach** Beginning Teacher Support and Assessment (new teacher induction) program. Leadership Public Schools Hayward. 2014-2015.
- Team Facilitator** Facilitated student participatory action research team in evaluating school policies (e.g., school schedule, access to Advanced Placement courses) and advising school administration. 2013-2015.
- Lead Teacher** Facilitated 9<sup>th</sup> grade English teachers across charter network in transitioning to the Common Core State Standards. Leadership Public Schools. 2013-2015.
- Teacher** Courses taught: 9<sup>th</sup> grade English, 12<sup>th</sup> grade English, and 11<sup>th</sup>/12<sup>th</sup> Ethnic Studies. Leadership Public Schools Hayward. 2010-2015.

## RESEARCH EXPERIENCE

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- 2018-present Research Assistant. *The National Center for Research on Education, Access, and Choice*. Principal Investigators: Douglas Harris, Katrina Bulkley, Joshua Cowen, Jane Lincove, Julie Marsh, Andrew McEachin, Amy Ellen Schwartz, Marc Stein, Katharine Strunk, and Jon Valant.
- 2017-present Research Assistant. *California Positive Outliers Study*. Principal Investigators: Linda Darling-Hammond and Julie Marsh.
- 2015-present Research Assistant. *The New "One Best System?": Urban Governance and Educational Practice in the Portfolio Management Model*. Principal Investigators: Katrina Bulkley, Douglas Harris, Julie Marsh, and Katharine Strunk.

- 2015-present Research Assistant. *PACE-CORE Research Partnership*. Principal Investigators: Heather Hough and Julie Marsh.
- 2015-2018 Research Assistant. *Implementation of the Local Control Funding Formula*. Principal Investigators: Daniel Humphrey, Julie Koppich, Julie Marsh, and the Local Control Funding Formula Research Collaborative.
- 2015-2016 Research Assistant. *Speedometry: Randomized Control Trial of a Hot Wheels STEM Curriculum*. Mattel Children's Foundation. Principal Investigators: Julie Marsh, Morgan Polikoff and Gale Sinatra.

### **SERVICE TO PROFESSION**

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- Chair & Organizer** *Institutional Perspectives in Education Policy: New Directions in Theory and Research*. (2019). Symposium accepted for the annual meeting of the American Educational Research Association, Toronto, Canada.
- Proposal Reviewer** University Council of Educational Administration Graduate Student Symposium (2018).
- Session Organizer** *Towards a Civil Rights Education Finance Research Agenda*. (2018). Symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.

### **SERVICE TO UNIVERSITY**

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- Presenter on Equity** Presented research on equity conceptions to inform the development of center's mission and vision. Center for Educational Policy, Equity and Governance, USC Rossier School of Education. August-September 2018.
- Committee Member** K-12 Policy Student Representative, Faculty Redesign of PhD Core Curriculum, USC Rossier School of Education. May-July 2017.
- Data Analyst** Data Analyst for Community Stakeholder Survey on Mission and Vision, Rossier School of Education, University of Southern California. April-May 2017.
- Executive Board Member** Student Community of PhDs in Education (SCoPE), Rossier School of Education, University of Southern California. 2016-2017.

## **MEDIA COVERAGE**

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Sparks, Sarah D. (2017, May 2). "AERA: Early Results in California's CORE Districts Give Lessons for ESSA." *Education Week - Inside School Research*. Reports on presented research. [http://blogs.edweek.org/edweek/inside-school-research/2017/05/aera\\_early\\_results\\_in\\_californ.html?cmp=SOC-SHR-FB](http://blogs.edweek.org/edweek/inside-school-research/2017/05/aera_early_results_in_californ.html?cmp=SOC-SHR-FB).

## **PROFESSIONAL AFFILIATIONS**

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University Council for Educational Administration (UCEA)  
American Educational Research Association (AERA)