

Daniel Silver

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EDUCATION

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

Ph.D. in Urban Education Policy with a concentration in K-12 Policy August 2018-August 2022

- Dissertation: Teacher Curriculum Supplementation as Phenomenon and Process
- Dissertation Committee: Morgan Polikoff (Chair), Stephen Aguilar, Julie Marsh, Anna Saavedra

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

M.S. in Applied Economics and Econometrics August 2019-October 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

B.A. in Chinese and Psychology, Magna Cum Laude

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

EMPLOYMENT

Center for Applied Research in Education at the Dornsife Center for Economic and Social Research, University of Southern California, Los Angeles, CA

Postdoctoral Research Fellow

August 2022-present

SCHOLARSHIP

Articles in Peer-Reviewed Journals

Silver, D., Polikoff, M., Saavedra, A., Haderlein, S., Rapaport, A., & Garland, M. (2022). The Subjective Value of Postsecondary Education in the Time of COVID: Evidence from a Nationally Representative Panel. *Peabody Journal of Education*.

<https://doi.org/10.1080/0161956X.2022.2079912>

Aguilar, S., Silver, D., & Polikoff, M. (2022). Analyzing 500,000 TeachersPayTeachers.com Lesson Descriptions Shows Focus on K-5 and Lack of Common Core Alignment. *Computers and Education Open*. <https://doi.org/10.1016/j.caeo.2022.100081>

Polikoff, M., Silver, D., Garland, M., Saavedra, A., Rapaport, A., & Fienberg, M. (2022). The Impact of a Messaging Intervention on Parents' School Hesitancy During COVID-19. *Educational Researcher*. <https://doi.org/10.3102/0013189X211070813>

Silver, D. (2021). A theoretical framework for studying teachers' curriculum supplementation. *Review of Educational Research*. <https://doi.org/10.3102/00346543211063930>

Polikoff, M., & Silver, D. (2021). Identifying and Distinguishing Among Teachers' Supplementary Curriculum Use Patterns Using the Lasso. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.722554>

Haderlein, S., Saavedra, A., Polikoff, M., Silver, D., Rapaport, A., & Garland, M. (2021). Disparities in Educational Access in the Time of COVID: Evidence from a Nationally Representative Panel of American Families. *AERA Open*, 7. <https://doi.org/10.1177/23328584211041350>

Polikoff, M., Rabovsky, S., Silver, D., & Wolfe, R. (2021). The equitable distribution of opportunity to learn in mathematics textbooks. *AERA Open*. <https://doi.org/10.1177/23328584211065712>

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

- Polikoff, M., & Silver, D. (2022). *Both Supply and Demand for COVID-Related Academic and Social Interventions Are Insufficient to Address the Negative Effects of the Pandemic*. Washington, D.C.: Urban Institute.
- Wang, E., Silver, D., Polikoff, M., Woo, A., Kaufman, J., Gittens, A., & Clay, I. (2022). *ELA Instructional Systems in the first full year of COVID*. Santa Monica, CA: RAND Corporation.
- Silver, D., Fienberg, M., & Polikoff, M. (2022). *Support for Mask and Vaccine Policies in Schools Falls along Racial and Political Lines*. Washington, D.C.: Urban Institute.
- Polikoff, M., Clay, I., Silver, D., & Kho, A. (2021). *ANet Breakthrough Results Fund Year 3 Implementation Report (Part 2)*. Los Angeles, CA: University of Southern California.
- Silver, D., & Polikoff, M. (2021). *ANet Breakthrough Results Fund Year 3 Implementation Report (Part 1)*. 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.

Notes, Comments, Selected Blogging, Editorials, etc.

- Silver, D., Saavedra, A., & Polikoff, M. (2022, August 16). Low parent interest in COVID-recovery interventions should worry educators and policymakers alike. *Brookings*. <https://www.brookings.edu/blog/brown-center-chalkboard/2022/08/16/low-parent-interest-in-covid-recovery-interventions-should-worry-educators-and-policymakers-alike/>
- Saavedra, A., Rapaport, A., Polikoff, M., & Silver, D. (2021, December 16). Are fiery school-board meetings representative of all parents? *Brookings*. <https://www.brookings.edu/blog/brown-center-chalkboard/2021/12/16/are-fiery-school-board-meetings-representative-of-all-parents/>
- Silver, D., & Polikoff, M. (2021, December 6). With students back in school, latest data finds parental support for state testing rebounding. *The 74 Million*. Retrieved from <https://www.the74million.org/article/silver-polikoff-with-students-back-in-school-latest-data-finds-parental-support-for-state-testing-rebounding/>
- Silver, D. (2021, July 21). Considering coherence in the collection and use of opportunity-to-learn data. *Center for Assessment*. <https://www.nciea.org/blog/opportunity-learn/considering-coherence-collection-and-use-opportunity-learn-data>
- 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/>
- 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

- Silver, D. (2022, April 22-25). *Coherence in the collection and use of opportunity-to-learn data* [Paper presentation]. NCME Annual Meeting, San Diego, CA.
- Keng, L., Marion, S., & Silver, D. (2022, April 22-25). *Using multiple achievement measures to understand the effects of COVID-19 on student learning* [Paper presentation]. NCME Annual Meeting, San Diego, CA.
- Silver, D. (2022, March 17-19). *Using natural language processing methods to analyze the teacherspayteachers.com virtual environment* [Poster session]. AEFPP Annual Conference, Denver, CO.
- Haderlein, S., Silver, D., Polikoff, M., & Lawson, M. (2022, March 17-19). *Assessing mathematics teachers' preferences for supplemental curriculum materials: Evidence from a survey experiment* [Paper presentation]. AEFPP Annual Conference, Denver, CO.
- Clay, I., Silver, D., Woo, A., & Gittens, A. (2022, March 17-19). *Teachers' reports of guidance received around equity and diversity during the COVID-19 pandemic* [Paper presentation]. AEFPP Annual Conference, Denver, CO.
- 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

-
- “Exploring Teachers’ Processes for Supplementing their Official Curriculum Materials”* 2022
- **Rossier School of Education** (Principal Investigator: Daniel Silver)
 - Recruit elementary teachers for participation in a novel survey of their curriculum supplementation strategies and tendencies. Carry out in-depth interviews with a subset of respondents to better understand their supplementation processes.
 - Write papers, reports, and commentaries for academic and public audiences.

“The Educational Impact of COVID-19 on Children and Families”

2021-2022

- **William and Flora Hewlett Foundation** (Principal Investigator: Anna Saavedra)
- Analyze nationally representative, longitudinal panel data on the impact of COVID-19 on parents' experiences with the education system and on their students' academic, social, and emotional outcomes.
- Write papers, reports, and commentaries/press releases for academic and public audiences.

“RAPID: The Impact of COVID on American Education in 2021: Continued Evidence from the Understanding America Study” 2021-2022

- **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.

“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.

“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.

RESEARCH INTERESTS

- Teacher decision making around supplemental materials
- Alignment among curricular materials, standards, and teacher practice
- Teacher decisions' effects on students' opportunity-to-learn
- Student and parent experiences during COVID-19

HONORS/AWARDS

Rossier Internal Research Grant Awardee	April 2022
Center for Assessment Summer Internship Selectee	Summer 2021
AEI Education Policy Academy Selectee	July 2019
Rossier Dean's Assistantship, University of Southern California	2018-2022

PROFESSIONAL AFFILIATIONS

Association for Education Finance and Policy
National Council on Measurement in Education
Center for Education Policy, Equity and Governance

SELECTED MEDIA

Downs, J. (Host), with **Silver, D.** (February 5, 2022). Supplemental Curriculum with Daniel Silver. *Teaching Literacy Podcast*. <https://teachingliteracypodcast.com/e32-supplemental-curriculum-with-daniel-silver/>

POSTSECONDARY 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)

PRIOR EXPERIENCE

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