

Margarita Pivovarova, Ph.D.

e-mail: margarita.pivovarova@asu.edu
[Google Scholar Profile](#)
[ASU Faculty Profile](#)

PO Box 871811, Mail Code 1811
Tempe, AZ 85287-1811
Phone: (602) 919-7718

Education

- Ph.D., Economics – Economics of Education and Labor Economics
2013, University of Toronto, Canada
- M.A., International Economics and Finance
2006, Ryerson University, Toronto, Canada

Professional Experience

- Associate Professor of Economics, Mary Lou Fulton Teachers College
May 2021 - present, Arizona State University, Tempe, AZ
- Assistant Professor of Economics, Mary Lou Fulton Teachers College
2013 – May 2021 Arizona State University, Tempe, AZ
- Consultant
2012-2013, World Bank, Washington DC
- Lecturer, Quantitative Methods in Economics
2009-2012, University of Toronto, Toronto, Canada

Research Areas

- Teacher quality and teacher mobility
- Student achievement and school contexts

SCHOLARSHIP

Refereed Publications in reversed chronological order (*indicates doctoral students at the time of writing the manuscript).

- **Pivovarova, M.**, & Powers, J. (2022). Staying or Leaving? Teacher Professional Characteristics and Attrition in Traditional Public and Charter Schools. *Education Policy Analysis Archives*, 30, (19). <https://doi.org/10.14507/epaa.30.6459>
- **Pivovarova, M.**, Powers, J., & Chachkhiani*, K. (2021). Is youth pessimism good for environment? Evidence from PISA 2015. *Education Policy Analysis Archives*, 29.
- Chapman, K.*, & **Pivovarova, M.** (2020). Early Childhood Education and Child Care in Arizona: Is Availability Alone Sufficient? *Emerging Voices in Education*, 2(1), 8-21.
- Lavery, M., Amrein-Beardsley, A., Geiger, T. *, & Pivovarova, M. (2020). Value-added model (VAM) scholars on using VAMs for teacher evaluation post the passage of Every Student Succeeds Act. *Teachers College Record*, 122(7), 1-34.

- **Pivovarova, M.,** and Vagi*, R. (2020). Better schools or different students? Immigration policies and student achievement. *The Social Science Journal*, 1-18.
- Vagi*, R., **Pivovarova, M.,** & Barnard, W. (2019). Dynamics in teacher quality: Identifying a typology using growth mixture modeling (GMM). *Teaching and Teacher Education*, 85, p.13-23.
- **Pivovarova, M.,** & Powers, J. M. (2019). Generational status, immigrant concentration and academic achievement: Comparing first- and second-generation immigrants with third-and-higher generation students. *Large-scale Assessments in Education*.
- **Pivovarova, M.,** & Powers, J.M. (2019). Does isolation from immigrant students benefit or harm third-and-higher generation students? *Education Policy Analysis Archives*.
- Vagi*, R., **Pivovarova, M.,** & Barnard, W. (2019). Keeping our best? A Survival analysis examining teacher quality and teacher attrition. *Journal of Teacher Education*, 70(2), 115-127.
- Geiger*, T., & **Pivovarova, M.** (2018). The effects of working conditions on teacher retention. *Teachers and Teaching: Theory and Practice*, 24(6), 604-625.
- **Pivovarova, M.,** & Amrein-Beardsley, A. (2018). Median growth percentiles: Testing for intertemporal consistency and correlations with observational scores. *Educational Assessment*, 23(2), 139-155.
- Powers, J. M., & **Pivovarova, M.** (2017). Analyzing the achievement and isolation of immigrant and U.S.-born students: Insights from PISA 2012. *Education Policy*, 31(6), 830-857.
- Vagi*, R., & **Pivovarova, M.** (2017). Theorizing teacher mobility: A critical review of literature. *Teachers and Teaching: Theory and Practice*, 23(7), 781-793.
- **Pivovarova, M.,** Amrein-Beardsley, A., & Broatch, J. (2016). Value-Added Models (VAMs): Caveat Emptor. *Statistics and Public Policy*, DOI: 10.1080/2330443X.2016.1164641.
- **Pivovarova, M.,** Broatch, J., & Amrein-Beardsley, A. (2014). Chetty et al. on the American Statistical Association's recent Position Statement on Value-Added Models (VAMs): Six points of contention. [Commentary]. *Teachers College Record*.
- **Pivovarova, M.,** & Swee, E. (2015). Quantifying the microeconomic effects of war: How much can panel data help? *World Development*, 66, p. 308-321.

Editorially reviewed publications (*indicates doctoral students at the time of writing the manuscript)

- **Pivovarova, M.,** Powers, J. M., & Fischman, G. (in press). Moving beyond the paradigm wars: Emergent approaches to educational research. *Review of Research in Education*.
- Amrein-Beardsley, A., **Pivovarova, M.,** & Geiger*, T. J. (2016). Expert scholars' research-based perspectives on value-added models (VAMs). *Phi Delta Kappan*. 98(2), 35-40.

Book Chapters (*indicates doctoral students at the time of writing the manuscript)

- **Pivovarova, M., Vagi*, R., & Barnard, V.** (2020). Preparing and Keeping Our Best: Linking a Measure of Preservice Teacher Quality to Professional Outcomes. In J. Carinci, S. Meyer, and C. Jackson (eds). *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*. Information Age Publishing.

Manuscripts under review (*indicates doctoral students at the time of writing the manuscript)

- Lavery, M., Holloway, J., **Pivovarova, M.**, Amrein-Beardsley, A., & Haas-Vaughh, D. (2020). Evaluating the Validity Evidence Surrounding Use of Value-Added Models to Evaluate Teachers: A Systematic Review. *Teachers College Record*. (Revise & Resubmit; first round of revisions in progress)
- Haas, E., Fischman, G., & **Pivovarova, M.** (2020). Remembering good learning and teaching: Results of a large-sample survey. *Cogent OA*.
- **Pivovarova, M.**, & Amrein-Beardsley, A. (2020). Not all quintiles are equal: evaluating bias in the relationship between measures of teacher effectiveness. *Educational Assessment*.

Manuscripts in progress (*indicates doctoral students at the time of writing the manuscript)

- **Pivovarova, M.**, & Geiger*, T. Teacher retention and merit pay: Trends and patterns of job separation.
- **Pivovarova, M.**, Powers, J. M., & Ambroso*, E. Immigrant status and labor market mismatch: New evidence from the 2012 US PIAAC.
- Powers, J. M., **Pivovarova, M.**, & Ambroso*, E. Assessing the relationships between generational status, school contexts, and academic achievement from 2000-2015: evidence from PISA.
- Haas, E., Fischman, G., & **Pivovarova, M.** The relationship between personal experience and policy preferences in education.
- Winfield*, J., **Pivovarova, M.**, & Powers, J. Arizona's chronic teacher turnover: Analysis of school-level factors.
- **Pivovarova, M.**, Powers, J.M., & Chachkhiani K.* Opportunity to learn as a mediating factor between poverty and academic achievement.
- Martinez, D., & **Pivovarova, M.** The Mediating Effects of Education Spending on Achievement in Arizona.

Other scholarly contributions (*indicates doctoral students at the time of writing the manuscript)

- Pivovarova, M., and Powers, J. M. (2021). Do immigrants experience education-job mismatch? New evidence from the U.S. PIAAC. AIR-PIAAC 2018 Commissioned paper. U.S. PIAAC Gateway. <http://piaacgateway.com/researchpapers>.
- Geiger*, T.J., & **Pivovarova, M.** (2016). “Experts” on value-added models in education: A five-question qualitative online survey. SAGE Research Methods.
- **Pivovarova, M.**, & Geiger*, T. (2015). Review of Finnish Lessons 2.0: What can the world learn from educational change in Finland? by Pasi Sahlberg. Education Review, 22.

Invited presentations

- **Pivovarova, M.** & Powers, J. M. (2021, September). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. Michigan Association of Community and Adult Education (MACAE), Virtual Meeting.
- **Pivovarova, M.** & Powers, J. M. (2021, September). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. PIAAC Research Webinar Series.

Public Scholarship

- **Pivovarova, M.** & Powers, J. M. (2019, October 3). Are immigrant students disproportionately consuming educational resources? [Blog post] Brookings Institution Brown Center Chalkboard. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2019/10/03/are-immigrant-students-disproportionately-consuming-educational-resources/>
- **Pivovarova, M.** & Powers, J. M. (2019, August 16). Generations helping each other out in the classroom. *ASU Now*. Retrieved from <https://asunow.asu.edu/20190814-discoveries-generations-helping-each-other-out-classroom>.
- Vagi, R., **Pivovarova, M.**, & Barnard, W. (2018, March). What does preservice teacher quality tell us about entry and retention in the profession? [Blog post] Brookings Institution Brown Center Chalkboard. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2018/03/30/what-does-preservice-teacher-quality-tell-us-about-entry-and-retention-in-the-profession/>
- **Pivovarova, M.**, & Vagi, R. (2016, April 15). Better schools or different students? Immigration reform and school performance in Arizona [Blog post]. Brookings Institution Brown Center Chalkboard. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2016/04/15/better-schools-or-different-students-immigration-reform-and-school-performance-in-arizona/>
- Vagi, R., **Pivovarova, M.**, Collins, C., & Clark, T. (2016, December 2). Want to increase childhood literacy rates? Getting kids to school maybe a good place to start [Blog post].

Brookings Institution Brown Center Chalkboard. Retrieved from:
<https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/02/want-to-increase-childhood-literacy-rates-getting-kids-to-school-may-be-a-good-place-to-start/>

Policy Briefs

- Powers, J. M. & **Pivovarova, M.** (2017). Teachers' career paths in Arizona: Retention, mobility, and attrition. Tempe, AZ: Arizona State University.

Research Reports

- Nethero, B., & **Pivovarova, M.** (2019). Impact on job search behavior and outcomes. Research study and evaluation report. EdPlus, Arizona State University
- Nethero, B., & **Pivovarova, M.** (2018). Impact on confidence and career preparedness after basic customer service modules. Research study and evaluation report. EdPlus, Arizona State University

External Grants

- Agency: National Science Foundation (NSF); Funding amount: \$998,712 for three years; Role: Co-Principal Investigator; Study: *Engaging Teachers and Neurodiverse Middle School Students in Tangible and Creative Computational Thinking Activities*
- Agency: Educational Research Service Projects (ERSP) of American Educational Research Association (AERA) (2016); Funding amount: \$5,000 for one year; Role: Co-Principal Investigator; Study: *An Analysis of Teachers' Career Paths in Arizona: Retention, Mobility and Attrition.*

Internal Grants

- Agency: Mary Lou Fulton Teachers College Internal Grant (2021); Funding amount: \$ 7,922 for one year; Role: Principal Investigator; Study: *Teachers vs. Teachers: Where is the Consensus?*
- Agency: Mary Lou Fulton Teachers College Internal Grant (2017); Funding amount: \$ 8,702 for one year; Role: Co-Principal Investigator; Study: *Immigrants, Achievement, and Third-Generation Isolation: Insights from PISA 2003-2012.*
- Agency: Mary Lou Fulton Teachers College Internal Grant (2016); Funding amount: \$19,825 for one year; Role: Principal Investigator; Study: *Long-Term Teacher-School Matching Algorithm.*
- Agency: Mary Lou Fulton Teachers College Internal Grant Competition (2013); Funding amount: \$10,000 total for one year; Role: Principal Investigator; Study: *Student Growth Percentiles (SGPs): Testing for reliability, validity and bias.*

Most Recent Referred Conference Presentations (*indicates doctoral students)

- Pivovarova, M., & Powers, J. (2021, March). Do Immigrants Experience Labor Market Mismatch? New Evidence from the US PIAAC. Paper presented at the Association for Educational Policy and Finance (AEFP) 2021 virtual conference.
- Pivovarova, M., Powers, J., & Chachkhiani, K. (2021, March). Is youth pessimism good for environment? Paper presented at the Association for Educational Policy and Finance (AEFP) 2021 virtual conference.
- Powers, J., & Pivovarova, M. (2021, March). Immigrant Parents' Participation in Public School Choice from 2007-2016: Evidence from the Parent and Family Involvement Survey. Paper presented at the Association for Educational Policy and Finance (AEFP) 2021 virtual conference.
- Martinez, D., & Pivovarova, M. (2021, April). English Learner (EL) opportunity: Local expenditure constriction. Paper presented at the virtual 2021 conference of the American Educational Research Association (AERA).
- Beardsley, A., Pivovarova M., & J. Jin. (2021, April). Examining conditional bias in correlations between value-added and observational scores. Paper presented at the virtual 2021 conference of the American Educational Research Association (AERA).
- Powers, J., & **Pivovarova, M.** (2020, March and April). *How do immigrant parents participate in school choice? Evidence from the 2016 Parent and Family Involvement Survey.* Paper presented at the Association for Educational Policy and Finance (AEFP) annual conference, Fort Worth, TX, and at the annual conference of the American Educational Research Association (AERA), San Francisco, CA.
- Gibbs*, N.P., & **Pivovarova, M.** (2020, March). *School climate, immigrant transitions, and civic dispositions in Finland: Findings from the 2016 IEA International Civic and Citizenship Education Study.* Paper presented at the Association for Educational Policy and Finance (AEFP) annual conference, Fort Worth, TX.
- **Pivovarova, M.**, & Powers, J. (2020, March). *Fifteen years of change: an analysis of immigrant achievement and school characteristics, 2000 to 2015.* Paper presented at the Association for Educational Policy and Finance (AEFP) annual conference, Fort Worth, TX.
- **Pivovarova, M.**, & Powers, J. (2020, April). *Immigrant status and labor market mismatch: new evidence from the 2012 US PLACC.* Paper presented at the annual conference of the American Educational Research Association (AERA), San Francisco, CA.
- Powers, J. M., & **Pivovarova, M.** (2020). Immigrant students' context of reception and academic achievement. Paper presented at the Politics of Race, Immigration, and Ethnicity Consortium (PRIEC) Conference, Tempe, AZ.
- **Pivovarova, M.**, & Powers, J. M. (2019, March and April). *Teacher attrition in Arizona's traditional public schools and charter schools: Explaining the difference.* Paper presented at the annual conference of the Association for Education Finance and Policy (AEFP), Kansas City, MO and American Educational Research Association (AERA), Toronto, Canada.
- **Pivovarova, M.**, & Amrein-Beardsley, A. (2019, April). *Not all quartiles are equal: Evaluating non-linear relationships between measures of teacher effectiveness.* Paper presented at

the annual conference of the American Educational Research Association (AERA), Toronto, Canada.

- Lavery, M., Amrein-Beardsley, A., **Pivovarova, M.**, Holloway, J., Geiger, T.*, & Hahs-Vaughn, D. (2019, April). *Do value-added models (VAMs) tell truth about teachers? Analyzing validity evidence from VAM scholars*. Paper presented at the annual conference of the American Educational Research Association (AERA), Toronto, Canada.
- **Pivovarova, M.**, Powers, J. M., & Ambroso, E. (2019, March). *Immigrant Status and Labor Market Mismatch: New Evidence from the 2012 US PIAAC*. Paper presented at the annual conference of the Association for Education Finance, Kansas City, MO.
- Martinez, D., & **Pivovarova, M.** (2019, March). *The Mediating Effects of Education Spending on Achievement in Arizona*. Paper presented at the annual conference of the Association for Education Finance, Kansas City, MO.
- **Pivovarova, M.**, Powers, J. M., & Ambroso*, E. (2018, December). Immigrant status and labor market mismatch: New evidence from PIAAC 2012. ETS Conference on Using the PIAAC Databases for Interdisciplinary Research, Arlington, VA.
- **Pivovarova, M.**, & Powers, J. M. (2018, November). Decision Theater technology for Global Learning Metrics. Innovations in Global Learning Metrics Symposium. Tempe, AZ.
- **Pivovarova, M.**, & Powers, J. M. (2018, March). *Patterns and Trends of Teacher Mobility Among Public School Teachers in Arizona: A Longitudinal Analysis*. Paper presented at the annual conference of the Association for Education Finance and Policy (AEFP), Portland, OR.
- **Pivovarova, M.**, & Witenstein, M. (2018, April). *An empirical analysis of constraints to access to tertiary education in Nepal*. Paper presented at the annual conference of the American Educational Research Association (AERA), New York, NY.
- Powers, J. M., & **Pivovarova, M.** (2018, March, April). *Immigrant achievement, school factors, and third generation isolation: Evidence from PISA 2012*. Paper accepted for presentation at the annual conference of the Association for Education Finance and Policy (AEFP), Portland, OR, and at the annual conference of the American Educational Research Association (AERA), New York, NY.
- Powers, J. M., & **Pivovarova, M.** (2017, November). *Analyzing the achievement of immigrant and U.S-born students: Insights from PISA 2012*. Paper presented for the University Council for Educational Administration (UCEA) Annual Convention, Denver, CO.
- **M. Pivovarova, M.**, & Geiger*, T.J. (2017, May). *Teacher Retention and Merit Pay: Trends and Patterns of Job Separation*. Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX
- Cirell*, A., **Pivovarova, M.**, & Ambroso*, E. (2017, May). *Place-Based Digital Inequality as an Overlooked Consequence of Income Inequality*. Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX, and presented at the annual conference of the Association for Education Finance and Policy (AEFP), Washington, DC, March 2017.

- Chapman*, K., and **Pivovarova, M.** (2017, May). *Preschool "Accessibility" in Arizona: Is Offering Access Enough to Create Equal Educational Opportunity?* Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX and presented at the annual conference of the Association for Education Finance and Policy (AEFP), Washington, DC, March 2017.
- Vagi*, R., & **Pivovarova, M.** (2017, March). *Keeping Our Best? A Survival Analysis Examining Teacher Quality and Teacher Attrition.* Paper presented at the annual conference of the Association for Education Finance and Policy (AEFP), Washington, DC.
- Geiger*, T.J. & **Pivovarova, M.** (2017, May). *To Stay or To Go: The Relationship among Working conditions, School Characteristics, and Teacher Retention.* Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.
- Vagi*, R., & **Pivovarova, M.** (2017, March). *Dynamics in Teacher Quality: Identifying a typology using growth mixture modeling (GMM).* Paper presented at the Annual conference of the Association for Education Finance and Policy (AEFP), Washington, DC

Honors and Awards

- Royal Bank Graduate Fellowship in Public and Economic Policy, 2012, 2013; \$10,000
- Doctoral Completion Award, University of Toronto, 2011-2013; \$30,000
- Department of Economics Student Award, 2012-2013
- University of Toronto Graduate Fellowship, 2007-2010
- Mary H. Beatty Fellowship, 2007-2008
- Ryerson University Graduate Fellowship, 2005-2006
- Canadian Women in Economics Network (CWEN) travel award, 2012-2013
- Department of Economics conference travel award, 2011, 2012

TEACHING

Graduate courses, Mary Lou Fulton Teachers College, Arizona State University

- Evaluating Global Education Policies and Programs, core course for a fully online new Master in Education program in Global Education, 2020
- Economics of Education, core course in the Education Policy and Evaluation doctoral program, 2013-2016
- Program Evaluation, core course in the Education Policy and Evaluation doctoral program, 2014-2016
- Introduction to Data Analysis, core course for the Teachers College doctoral program, 2013-2020
- Mixed Methods of Inquiry, core course for the Doctor of Education (EdD) in Leadership and Innovation program, 2017
- Applied Project, culminating experience course in Master in Education Policy, 2017-2019

- Introduction to Research and Evaluation in Education, 2014-2016
- Data Analysis for Education Decision Makers, core course in Master in Education Policy Program, 2014-2020

Curriculum and Course Development

- Master of Arts (MA) in Education Policy, core faculty of the program, developed core courses for the program
- Online Master of Education (Med) in Global Education, core faculty of the program, participated in the development of the program, program structure and curriculum, developed courses for the program.
- Developed an online 3-credit hours course in Survey Research for the Education Leadership and Innovation doctoral program.

Workshops and invited presentations

- Missing Data (April 2020). Methodological seminar for Teachers College doctoral students.
- Dissertation Data Collection and Analysis (April 2017). Teachers College Doctoral Council (TCDC) workshop.
- Mixed Methods Seminar: Research Design and Implementation (October 2016). Teachers College Doctoral Council (TCDC) workshop.

Service - Chair, Co-Chair, and Committee Member, Doctoral Students

- Ketevan Chachkhiani, Education Policy and Evaluation – chair of the dissertation committee
- Amanda Riske, Learning, Literacy, and Technology – member of the dissertation committee
- Jesse Ha, Learning, Literacy, and Technology – member of the dissertation committee
- Tara Bartlett, Education Policy and Evaluation – member of the dissertation committee
- Paul Gibbs - Education Policy and Evaluation – member of the dissertation committee
- Claudia Rodriguez, doctoral student, Purdue RAND graduate school of public policy – dissertation committee member, in progress
- Niels Piepgrass, doctoral student, Mary Lou Fulton Teachers College, Education Policy and Evaluation – dissertation committee member, in progress
- David G. Martinez, doctoral student, Mary Lou Fulton Teachers College, Education Policy and Evaluation – Co-Chair of his dissertation committee (initial employment: Assistant Professor, College of Education, University of South Carolina), graduated 2018
- Tiffany Harvey, doctoral student, Mary Lou Fulton Teachers College, Education Policy and Evaluation – dissertation committee member, graduated 2020
- Jonathan Lindner, doctoral student, Mary Lou Fulton Teachers College, EdD in Leadership and Innovation – dissertation committee member, graduated 2019

- Michelle Berg, doctoral student, Mary Lou Fulton Teachers College, EdD in Leadership and Innovation – dissertation committee member, graduated 2020
- Angela Hobson, Mary Lou Fulton Teachers College, Education Policy and Evaluation – dissertation committee member, left the program
- Tray Geiger, Mary Lou Fulton Teachers College, Education Policy and Evaluation – dissertation co-chair from 2015 to 2017, graduated in 2020
- Bethany Richmond, Mary Lou Fulton Teachers College, Education Policy and Evaluation – dissertation committee member, graduated with Master degree

Chair, Co-Chair, and Committee Member, Master’s and Undergraduate Students

- Jonanda Duvenhage, Master in Design, Herberger Institute for Design and the Arts, School of Design – thesis committee member, graduated 2021
- Stephanie Adams, MM Music Therapy, Herberger Institute for Design and the Arts, School of Music – thesis committee member, graduated 2020
- Kathryn Douglass, Barrett Honors College – Director of Honors Thesis, graduated 2020
- Claudia Rodriguez, Master of Science in Applied Mathematics for the Life and Social Sciences - Co-Chair, graduated
- Justin Karsten, Honors Thesis, Barrett Honors Colleges, ASU - second reader, graduated

Graduated Students outcomes

- Dr. David G. Martinez, Education Policy and Evaluation PhD – currently is a tenure-track Assistant Professor in College of Education at the University of South Carolina. David is a First Place Winner of the 2020 Outstanding Competition of the American Association of Hispanics in Higher Education (AAHHE) for his dissertation “A Study of School Finance in Arizona: Equity, English Language Learners, and the Allocation of Funding.”
- Claudia Rodriguez, Master of Science in Applied Mathematics for the Life and Social Sciences was admitted to RAND doctoral program in public policy analysis where she is currently working on her dissertation research in education policy

Mentoring and advising, current

- Ketevan Chachkhiani, Education Policy and Evaluation PhD student – primary advisor and research supervisor
- Yaxin (Crystal) Wang, Education Policy and Evaluation PhD student – primary advisor and research supervisor
- Tara Bartlett, Education Policy and Evaluation PhD student – research supervisor
- Caitlin Albrechtsen, Education Policy and Evaluation PhD student – research supervisor
- Jesse Ha, Learning, Literacy, and Technology PhD student – research supervisor
- Amanda Riske, Learning, Literacy, and Technology PhD student – research supervisor
- Paul Norman Gibbs, Education Policy and Evaluation PhD student –research supervisor

SERVICE

Scholarly service - Manuscript reviewer, ad-hoc, various years, in no particular order

Journal of Labor Economics
Economics of Education Review
Educational Measurement: Issues and Practice
European Journal of Teacher Education
Economic Development and Cultural Change
Canadian Journal of Economics
Teachers College Record
Review of Research in Education
Education Policy Analysis Archives
Educational Researcher
Canadian Public Policy
American Educational Research Journal
Industrial Relations
Economica
European Education
World Development
American Journal of Education

Scholarly Service – Editorship

Review of Research in Education (RRE), Volume 44 (2020) entitled “Emergent approaches for educational research”, Co-Editor (with J.M. Powers and G. Fischman).

education policy analysis archives (eepa), Associate Editor, September 2021 – present

Community Service

- May 2020 – present: AERA SIG Fiscal Issues, Policy and Education Finance, Chair
- Arizona Educational Research Association (AERO), board member, 2017-2018
- Contributed to high school students’ initiative, The GDP Podcast where students explore economic issues in Arizona inspired by Red for Ed movement. My interview recorded on April 19, 2019 is available at <https://goshdarnpodcast.wixsite.com/site/post/education-policy-interview-with-dr-margarita-pivovarova>
- Networking workshop- a junior scholar mentor to graduate students, Association of Educational Finance and Policy (AEFP), Portland, OR, 2018
- The 2020 William L. Boyd National Education Politics Workshop, San Francisco, CA – faculty mentor