

Margarita Pivovarova, Ph.D.

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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
- Associate Director of Doctoral Programs, Mary Lou Fulton Teachers College
January 2022 – present
- 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).

- Nam, K.*, Kulinna, P. H., **Pivovarova, M.**, Kim, J.*, & Albaloul, O*. (in press). Promoting health behavior and knowledge among low-income youth through a whole-of-school approach: A Social Cognitive Theory perspective. *Journal of School Health*.
- Brown*, L., & **Pivovarova, M.** (2025). Does the Home Literacy Environment Matter: Reading Achievement of Immigrant and Emergent Bilingual Students in Canada. *Language Teaching Research* (accepted).

- Wang*, Y., **Pivovarova, M.**, & Beardsley, A. (2025). Exploring differential effects of a teacher incentive program on student achievement. *Journal of Education, Innovation and Communication*, 7(2), 1-24.
- Thorn, S. D., Vasquez, A., Reutlinger, C., **Pivovarova, M.**, & Koro, M. (2025). Towards Neurodiverse Sensemaking: Pluralizing Agency in Wearable Music and Participatory Workshopping. In *Proceedings of the International Conference on New Interfaces for Musical Expression* (pp. 207-217).
- Amrein-Beardsley, A., Azizova, Z., Gibbs*, P., La Torre*, D., Lavery, M., **Pivovarova, M.**, & Zheng, Y. (2025). A Validation Review of the SAT and ACT for College and University Admissions Decisions. *Education Policy Analysis Archives*, 33(28).
- **Pivovarova, M.**, Beardsley, A. A., & Geiger, T. (2024). What's in a School Grade? Examining How School Demographics Predict School Letter Grades. *Practical Assessment, Research, and Evaluation*, 29(1).
- **Pivovarova, M.**, Fischman, G., Haas, E., & Fathalizadeh*, R. (2024). Teachers' Beliefs about Good Teaching. *Journal of Education, Innovation and Communication*, 6(1), 24-43.
- **Pivovarova, M.**, & Amrein-Beardsley, A. (2024). Not all percentiles are equal: examining non-linear relationships between two, popular teacher evaluation measures. *Educational Assessment, Evaluation and Accountability*, 1-22.
- Haas, E., Fischman, G., & **Pivovarova, M.** (2023). Public beliefs about good teaching. *Research n Education*.
- Amrein-Beardsley, A., Lavery*, M. R., Holloway, J., **Pivovarova, M.**, & Hahs-Vaughn, D. L. (2023). Evaluating the validity evidence surrounding the use of value-added models to evaluate teachers: A systematic review. *Education Policy Analysis Archives*, 31(117).
- Gibbs, N.P.*, **Pivovarova, M.**, & Berliner, D. (2023). Same tests, same results: Multi-year correlations of ESSA-mandated standardized tests in Texas and Nebraska. *Education Policy Analysis Archives*, 31.
- **Pivovarova, M.**, & Powers, J. (2022). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. *Large-scale Assessments in Education*, 10(1), 1-23.
- **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 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.
- 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

- Berliner, D., Gibbs, N.P., & **Pivovarova, M.** (2023, February 15). How public schools can stop wasting millions of dollars. Washington Post. <https://www.washingtonpost.com/education/2023/02/15/how-schools-can-stop-wasting-money/>
- **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

GRANTS

External Grants

- Agency: National Science Foundation (NSF); Funding amount: \$296,239 for two years; Role: Co-Principal Investigator; Study: [*EAGER: Youth-Led, Community-Based Learning for All: Amplifying Engagement with Semiconductors through Musical Circuit Bending*](#).
- 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: Institute for Social Science Research Seed Grant (2025); Funding amount: \$8,000 for one year; Role: Co-Principal Investigator; Study: *Consensus and Conflict: A Comparative Study of Partisan Cueing and Public Beliefs about Teaching*.
- Agency: Mary Lou Fulton Teachers College Internal Grant (2024); Funding amount: \$6,000 for one year; Role: Principal Investigator; Study: *Ideology, Partisanship, and Beliefs about Good Teaching and Educational Equity*.
- Agency: ISSR Seed Grant (2023); Funding amount: \$7,736.05 for one year; Role: Principal Investigator; Study: *High School Civic Learning Opportunities and Civic Engagement*.
- 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*.

Referred Conference Presentations (*indicates doctoral students)

- Bartlett, T., & Pivovarova, M. (2022, November). [Formal and Informal Civic Learning Opportunities and Post-High School Civic Engagement](#). Paper presented at the Association for Public Policy Analysis and Management (APPAM) Fall 2023 Conference, Washington, DC.
- 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

TEACHING

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

- Multiple Regression and Correlation Methods, 2019-2023
- Evaluating Global Education Policies and Programs, core course for a fully online new master's in education (MEd) program in Global Education, 2020 -2025
- Economics of Education, core course in the Education Policy and Evaluation doctoral program, 2013-2016, 2022-2025
- Economics of Education, an online course for master's in education (MEd) program in Global Education, 2020 -2025
- 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
- Introduction to Quantitative Research Design, core course for the Teachers College doctoral program, 2020, 2024
- Mixed Methods of Inquiry, core course for the Doctor of Education (EdD) in Leadership and Innovation program, 2017
- Applied Project, culminating experience course in the master's in Education Policy program, 2017-2019 and 2023
- Introduction to Research and Evaluation in Education, 2014-2016
- Data Analysis for Education Decision Makers, core course in master's in Education Policy Program, 2014-2021, 2025

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.

MENTORING AND ADVISING

Chair and Co-Chair, current doctoral students

- **John Fredericks**, Education Policy and Evaluation PhD – chair of the dissertation committee, in progress, projected graduation Spring 2028
- **Sandra Nabulega**, Learning, Literacies, and Technologies PhD – chair of the dissertation committee, in progress, projected graduation Spring 2027
- **Yaxin (Crystal) Wang**, Education Policy and Evaluation PhD– chair of the dissertation committee, in progress, projected graduation Fall 2025

Committee Member, current doctoral students

- **Gracia Batusua**, Education Policy and Evaluation PhD – member of the dissertation committee, in progress, projected graduation Spring 2027
- **Rasha Alajmi**, Education Policy and Evaluation PhD – member of the dissertation committee, in progress, projected graduation Spring 2027
- **Niels Piepgrass**, Education Policy and Evaluation PhD – dissertation committee member, in progress, , projected graduation Fall 2025
- **Patricia Castillo**, Education Policy and Evaluation – member of the dissertation committee, in progress, projected graduation Fall 2025

Chair and Co-Chair, Graduated doctoral students

- **Lindsey Brown**, Education Policy and Evaluation PhD, ASU – co-chair of the dissertation committee ; graduated Spring 2025, Faculty Associate, MLFC

- **Caitlin Albrehtsen**, Education Policy and Evaluation PhD, ASU – chair of the dissertation committee ; graduated Spring 2025; Harvard Strategic Data Fellow
- **Ketevan Chachkhiani**, Education Policy and Evaluation PhD, ASU – chair of the dissertation committee, graduated June 2023, Global Futures Laboratory, Arizona Water Innovation Initiative, Research Analyst
- **David G. Martinez**, Education Policy and Evaluation PhD, ASU– Co-Chair of the dissertation committee, graduated Spring 2018, College of Education, University of South Carolina, Associate Professor with tenure

Committee member, Graduated doctoral students

- **Mengying Peng**, Economics PhD, Hitotsubashi University, Tokyo, Japan – member of the dissertation committee, graduated Fall 2025, Hitotsubashi Institute for Advanced Study, Research Associate
- **Neelakshi Tewari**, Education Policy and Evaluation PhD, ASU – member of the dissertation committee, graduated Summer 2025
- **Steven Samrock**, Counseling Psychology PhD, ASU - member of the dissertation committee, graduated; summer 2024 Post-Doctoral Fellow, UC Santa Barbara
- **Tara Bartlett**, Education Policy and Evaluation PhD, ASU – member of the dissertation committee, graduated Fall 2023; Clinical Assistant Professor, MLFC, Co-Director of the Arizona Civic Coalition
- **Claudia Rodriguez**, Purdue RAND Graduate School of Public Policy PhD – dissertation committee member, graduated Fall 2023, Tarleton State University, Assistant Professor
- **Paul Gibbs** - Education Policy and Evaluation PhD, ASU – member of the dissertation committee, graduated Spring 2022, Head of Research and Evaluation, Mesa Public Schools
- **Jesse Ha**, Learning, Literacy, and Technology PhD, ASU – member of the dissertation committee, graduated Spring 2022, Montclair State University, Assistant Professor
- **Amanda Riske**, Learning, Literacy, and Technology PhD, ASU – member of the dissertation committee, graduated Spring 2021, Director of Data Governance, Arizona Department of Education
- **Tiffany Harvey**, Education Policy and Evaluation PhD, ASU – dissertation committee member, graduated 2020, Wichita State University, Director, Student Conduct and Community Standards
- **Michelle Berg**, Leadership and Innovation, EdD, ASU – dissertation committee member, graduated 2020
- **Tray Geiger**, Education Policy and Evaluation, PhD, ASU – dissertation co-chair in 2015-2017, graduated in 2020, ASU, Assistant Director Analytics for Operational Data Analysis
- **Bethany Richmond**, Education Policy and Evaluation PhD, ASU – dissertation committee member, graduated in 2020 with Master's in Education Policy

- **Jonathan Lindner**, Leadership and Innovation EdD, ASU – dissertation committee member, graduated 2019

Research advising, current doctoral students

- **Cassandra Coburn**, Education Policy and Evaluation PhD – primary research advisor
- **Grace Beall**, Education Policy and Evaluation PhD – research supervisor
- **Jongseon Kim**, Learning, Literacies, and Technologies PhD – research supervisor
- **Roya Fathalizadeh**, Learning, Literacies, and Technologies PhD – research supervisor
- **Sandra Nabulega**, Learning, Literacies, and Technologies PhD – primary research supervisor
- **Gracia Batusua**, Education Policy and Evaluation PhD – research supervisor

Research advising, graduated doctoral students

- **Ketevan Chachkhiani**, Education Policy and Evaluation PhD – primary research supervisor
- **Yaxin (Crystal) Wang**, Education Policy and Evaluation PhD – primary research supervisor
- **Lindsey Brown**, Education Policy and Evaluation PhD – research supervisor
- **Tara Bartlett**, Education Policy and Evaluation PhD – research supervisor
- **Caitlin Albrechtsen**, Education Policy and Evaluation PhD – primary research supervisor
- **Kahyun Nam**, Learning, Literacies, and Technologies PhD – research supervisor
- **Jesse Ha**, Learning, Literacy, and Technology PhD – research supervisor
- **Amanda Riske**, Learning, Literacy, and Technology PhD – research supervisor
- **Paul Norman Gibbs**, Education Policy and Evaluation PhD – research supervisor
- **Eric Ambroso**, Education Policy and Evaluation PhD – research supervisor
- **Takeshi Terada**, Education Policy and Evaluation PhD – primary research supervisor
- **Rob Vagi**, Education Policy and Evaluation PhD – research supervisor
- **Anna Montana Cirell**, Learning, Literacies, and Technologies – research supervisor

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

- **Jonanda Duvenhage**, Master's 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 2019

- **Justin Karsten**, Honors Thesis, Barrett Honors Colleges, ASU - second reader, graduated 2018

Mentoring and Advising, Visiting Students and Scholars

- **Maíra Gallotti Frantz**, PhD, Visiting Scholar, University of São Paulo (USP), Brazil – mentored during her visit through the Sandwich Doctorate Program Abroad (PDSE) of the Brazilian Federal Foundation for Support and Evaluation of Graduate Education (CAPES) of the Ministry of Education (MEC), 2024-2025
- **Shakhzod Saydullaev**, PhD, Visiting Scholar/Faculty/Researcher, currently an Associate Professor at Tashkent State University of Economics, Uzbekistan – officially mentored during his visit through American Council for International Education Faculty Enrichment Program (FEP), 2024
- **Mengying Peng**, PhD, Visiting Student, Hitotsubashi University, Tokyo, Japan, currently a Research Associate at the Hitotsubashi Institute for Advanced Study – officially mentored her during her visit in 2023-2024.

SERVICE

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

Education Policy

American Educational Research Journal

Educational Evaluation and Policy Analysis

Journal of Applied Econometrics

Journal of Teacher Education

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

Industrial Relations

Economica

European Education

World Development

American Journal of Education

Teaching and Teacher 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 (EPAA), Associate Editor, September 2021 – present

Scholarly Service – Professional Organizations

- May 2022 – present: AERA SIG Fiscal Issues, Policy and Education Finance, program chair
- May 2020 – May 2022: AERA SIG Fiscal Issues, Policy and Education Finance, Chair
- Arizona Educational Research Association (AERO), board member, 2017-present

Community Service

- [The Alekain Foundation](#), Board Member, from August 2024.
- 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