

# David M. Houston

November 2023

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3351 Fairfax Drive, MS3B1  
Arlington, VA 22201
- ACADEMIC ASSISTANT PROFESSOR OF EDUCATION, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, GEORGE  
APPOINTMENTS MASON UNIVERSITY, 2020–PRESENT
- Academic Program Coordinator, Education Policy, George Mason University, 2023–Present
- Director, *EdPolicyForward*: The Center for Education Policy, George Mason University, 2023–Present
- University Affiliate Faculty, Schar School of Policy and Government, George Mason University, 2022–Present
- Survey Director, Program on Education Policy and Governance, Kennedy School of Government, Harvard University, 2021–Present
- Postdoctoral Research Fellow, Program on Education Policy and Governance, Kennedy School of Government, Harvard University, 2018–2020
- First and Second Grade Teacher, VOICE Charter School, New York, NY, 2010–2013
- EDUCATION Ph.D. in Politics and Education, Teachers College, Columbia University, 2018
- M.Phil. in Politics and Education, Teachers College, Columbia University, 2017
- M.S.Ed. in Childhood Education, Hunter College, City University of New York, 2012
- B.A. in English Literature and Anthropology, Washington University in St. Louis, 2010
- PEER-REVIEWED ARTICLES **Houston, D. M.** & Steinberg, M. P. (2023). Politics, Covid, and in-person instruction during the first year of the pandemic. *Educational Policy*. Advance online publication. <https://doi.org/10.1177/08959048231204843>.
- Arnzen, C., & **Houston, D. M.** (2023). Who should control education now? Revisiting preferences for local control in educational decision making. *Peabody Journal of Education*. Advance online publication. <https://doi.org/10.1080/0161956X.2023.2261315>.
- Houston, D. M.**, & Henig, J. R. (2023). The “good” schools: Academic performance data, school choice, and segregation. *AERA Open*, 9(1), 1–18. <https://www.doi.org/10.1177/23328584231177666>.
- Finger, L. K., & **Houston, D. M.** (2023). Public goods, private goods, and school preferences. *Harvard Educational Review*, 93(1), 53–82. <https://doi.org/10.17763/1943-5045-93.1.53>.
- Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2022). Public opinion, attitude stability, and education policy. *Teachers College Record*. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Research%20Notes%20Collection/2022%20Research%20Notes/HoustonResearchNote-1657045511.pdf>.
- Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2021). Status, growth, and perceptions of school quality. *Educational Evaluation and Policy Analysis*, 44(1), 105–126. <https://doi.org/10.3102/01623737211030505>.

**Houston, D. M.**, & Henig, J. R. (2021). The effects of student growth data on school district choice: Evidence from a survey experiment. *American Journal of Education*, 127(4), 563–595. <https://doi.org/10.1086/715003>.

**Houston, D. M.** (2021). Polarization and the politics of education: What moves partisan opinion? *Educational Policy*, 35(4), 566–589. <https://doi.org/10.1177/0895904818823745>.

**Houston, D. M.** (2019). Schoolhouse democracy: Public opinion and education spending in the states. *Educational Researcher*, 48(7), 438–451. <https://doi.org/10.3102/0013189X19867948>.

Wohlstetter, P., **Houston, D. M.**, & Buck, B. (2015). Networks in New York City: Implementing the common core. *Educational Policy*, 29(1), 85–110. <https://doi.org/10.1177/0895904814556753>.

BOOK  
CHAPTERS

Henig, J. R., **Houston, D. M.**, & Lyon, M. (2017). From NCLB to ESSA: Lessons learned or politics reaffirmed? In F. M. Hess & M. Eden (Eds.), *The Every Student Succeeds Act: What it means for America's schools, systems, and states*. Cambridge, MA: Harvard Education Press.

Wohlstetter, P., Buck, B., **Houston, D. M.**, & Smith, C. O. (2016). Common core, uncommon theory of action: CEOs in New York City schools. In A. J. Daly & K. S. Finnegan (Eds.), *Thinking and acting systemically: Improving districts under pressure*. Washington, DC: American Educational Research Association.

OTHER  
PUBLICATIONS

**Houston, D. M.**, Peterson, P. E., & West, M. R. (2023). Partisan rifts widen, perceptions of school quality decline: Results of the 2022 Education Next survey of public opinion. *Education Next*, 23(1), 8–19. <https://www.educationnext.org/partisan-rifts-widen-perceptions-school-quality-decline-results-2022-education-next-survey-public-opinion>.

**Houston, D. M.**, Peterson, P. E., & West, M. R. (2023). Parental anxieties over student learning dissipate as schools relax anti-Covid measures. *Education Next*, 23(1), 20–27. <https://www.educationnext.org/parental-anxieties-over-student-learning-dissipate-as-schools-relax-anti-covid-measures-2022-education-next-survey-public-opinion>.

Polikoff, M. S. & **Houston, D. M.** (2022). Experts say kids are far behind after COVID; parents shrug. Why the disconnect? *The 74 Million*. <https://www.the74million.org/article/experts-say-kids-are-far-behind-after-covid-parents-shrug-why-the-disconnect/>.

**Houston, D. M.** (2022). A new way to pick the best school for your child. *The Conversation*. <https://theconversation.com/a-new-way-to-pick-the-best-school-for-your-child-177515>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2022). Hunger for stability quells appetite for change: Results of the 2021 Education Next survey of public opinion. *Education Next*, 22(1), 8–24. <https://www.educationnext.org/hunger-for-stability-quells-appetite-for-change-results-2021-education-next-survey-public-opinion-poll>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2022). Parent poll reveals support for school covid-safety measures despite vaccine hesitancy, partisan polarization. *Education Next*, 22(1), 26–36. <https://www.educationnext.org/parent-poll-reveals-support-school-covid-safety-measures-despite-vaccine-hesitancy-partisan-polarization>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., Shakeel, M. D., & West, M. R. (2021). Amid pandemic, support soars for online learning, parent poll shows: Results from the 2020 Education Next survey of public opinion. *Education Next*, 21(1), 6–21. <https://www.educationnext.org/amid-pandemic-support-soars-online-learning-parent-poll-shows-2020-education-next-survey-public-opinion>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2021). What American families experienced when Covid-19 closed their schools. *Education Next*, 21(1), 22–31. <https://www.educationnext.org/what-american-families-experienced-when-covid-19-closed-their-schools>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2020). Public support grows for higher teacher pay and expanded school choice: Results from the 2019 Education Next Poll. *Education Next*, 20(1), 8–27. <https://www.educationnext.org/school-choice-trump-era-results-2019-education-next-poll>.

**Houston, D. M.** (2019). Information about student growth, not just average test scores, can sway school and housing choices, an experiment shows. *Education Next*. <https://www.educationnext.org/information-student-growth-not-just-average-test-scores-can-sway-school-housing-choices-experiment-shows>.

Henig, J. R., Riehl, C. J., **Houston, D. M.**, Rebell, M. A., & Wolff, J. R. (2016). Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan. The Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/Collective-Impact-and-the-New-Generation-of-Cross-Sector-Collaboration-for-Education.pdf>.

Henig, J. R., **Houston, D. M.**, & Lyon, M. (2016). The changing face of collaboration. *Stanford Social Innovation Review*. [https://ssir.org/articles/entry/the\\_changing\\_face\\_of\\_collaboration](https://ssir.org/articles/entry/the_changing_face_of_collaboration).

Erickson, A. T., Buck, B., & **Houston, D. M.** (2016). Thriving cities endowment brief: The true. University of Virginia, Institute for Advanced Studies in Culture. <https://thrivingcitiesgroup.com/endowment-briefs-research>.

**Houston, D. M.** (2015). Review of *Trendsetting charter schools: Raising the bar for civic education*, by G. J. Schmitt & C. Miller. *Journal of School Choice*, 9(4), 652–655. <https://doi.org/10.1080/15582159.2015.1091233>.

Wohlstetter, P., & **Houston, D. M.** (2015). Rage against the regime: The reform of education policy in New York City. *Teachers College Record*. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Commentaries%20Collection/2015%20Commentaries/Rage%20Against%20the%20Regime-%20The%20Reform%20of%20Education%20Policy%20in%20New%20York%20City%20-1656522643.pdf>.

PUBLIC  
WORKING  
PAPERS

**Houston, D. M.** (2022). Polarization, partisan sorting, and the politics of education. Annenberg Institute at Brown University. EdWorkingPaper 22-690. <https://www.edworkingpapers.com/ai22-690>.

**Houston, D. M.**, & Steinberg, M. P. (2022). Public support for educators and in-person instruction during the Covid-19 pandemic. Annenberg Institute at Brown University. EdWorkingPaper 22-575. <https://www.edworkingpapers.com/ai22-575>.

**Houston, D. M.**, & Henig, J. R. (2021). The ‘good’ schools: Academic performance data, school choice, and segregation. Annenberg Institute at Brown University. EdWorkingPaper 21-491. <https://www.edworkingpapers.com/ai21-491>.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2021). Public opinion, attitude stability, and education policy. Annenberg Institute at Brown University. EdWorkingPaper 21-435. <https://www.edworkingpapers.com/ai21-435>.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020). Status, growth, and perceptions of school quality. Annenberg Institute at Brown University. EdWorkingPaper 20-238. <https://www.edworkingpapers.com/ai20-238>.

**Houston, D. M.**, & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Annenberg Institute at Brown University. EdWorkingPaper 19-87. <https://www.edworkingpapers.com/ai19-87>.

UNDER REVIEW **Houston, D. M.** Polarization, partisan sorting, and the politics of education. Revise and resubmit.

Hartney, M. T. & **Houston, D. M.** Election timing and voter knowledge: Comparing on-cycle and off-cycle electorates. Manuscript submitted for initial review.

PEER-REVIEWED PRESENTATIONS Arnzen, C., & **Houston, D. M.** (2023). Rural attitudes toward education and education policy. American Political Science Association. Los Angeles, CA.

**Houston, D. M.** (2023). Polarization, partisan sorting, and the politics of education. Association for Education Finance and Policy. Denver, CO.

Arnzen, C., & **Houston, D. M.** (2022). Who should control education now? Revisiting preferences for local control in educational decision making. American Political Science Association. Montreal, Canada.

**Houston, D. M.**, & Steinberg, M. R. (2022). COVID-19 school closures and public support for educators. Association for Education Finance and Policy. Denver, CO.

**Houston, D. M.**, & Henig, J. R. (2021). The ‘good’ schools: How the combination of school choice and new measures of academic performance can exacerbate or attenuate school segregation. American Political Science Association. Virtual Presentation.

Hartney, M. T., & **Houston, D. M.** (2021). School board election timing and voter information levels: Comparing on-cycle and off-cycle electorates. Association for Education Finance and Policy. Virtual Presentation.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020). How Covid-19 school closures affected attitudes toward online learning: Evidence from a nationally representative survey of US parents. Association for Public Policy Analysis and Management. Virtual Presentation.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020). The long-term stability of individual opinions on education issues. American Political Science Association. Virtual Presentation.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020). The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment. Association for Education Finance and Policy. Virtual Presentation.

**Houston, D. M.**, & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. American Political Science Association. Washington, DC.

**Houston, D. M.** (2019). Achievement and growth: The effects of district performance data on public opinion. Association for Education Finance and Policy. Kansas City, MO.

**Houston, D. M.** (2018). Schoolhouse democracy: Public opinion and education spending in the states. American Political Science Association. Boston, MA.

**Houston, D. M.** (2018). Learning about schooling: The effects of state-level student achievement data on public opinion. American Educational Research Association. New York, NY.

**Houston, D. M.** (2018). Polarization and the politics of education: What moves partisan opinion? American Educational Research Association. New York, NY.

Henig, J. R., **Houston, D. M.**, & Clark, C. M. (2015). Collective impact initiatives in the education sector. American Political Science Association. San Francisco, CA.

Wohlstetter, P., **Houston, D. M.**, & Buck, B. (2015). Networks in New York City: Implementing the Common Core. American Educational Research Association. Chicago, IL.

INVITED  
PRESENTATIONS

**Houston, D. M.** (2023). Polarization, partisan sorting, and the politics of education. George Mason University, Osher Lifelong Learning Institute. Fairfax, VA.

**Houston, D. M.** (2023). Polarization, partisan sorting, and the politics of education. George Mason University, PhD in Education Student Group: Critical Discussion Group. Fairfax, VA.

**Houston, D. M.**, Peterson, P. E., & West, M. R. (2022). 16th Annual Education Next Survey of Public Opinion. Harvard Program on Education Policy and Governance. New York, NY.

**Houston, D. M.** (2022). Measuring school quality using student test score data. Education Writers Association Annual Seminar. Orlando, FL.

**Houston, D. M.**, & Steinberg, M. R. (2022). COVID-19 school closures and public support for educators. George Mason University, EdPolicy*Forward* Research Workshop. Arlington, VA.

**Houston, D. M.**, & Henig, J. R. (2021). The ‘good’ schools: Academic performance data, school choice, and segregation. George Mason University, Schar School of Policy and Government, Brown Bag Series. Virtual Presentation.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2021). Results of the 2021 Education Next survey of public opinion. Harvard Program on Education Policy and Governance. New York, NY

**Houston, D. M.** (2021). Public support for state education policy: What the polls say. National Association of State Boards of Education. Virtual Presentation.

**Houston, D. M.** (2021). Results from the 2021 Education Next Poll. Excel*in*Ed. Virtual Presentation.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2019). The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment. Harvard Program on Education Policy and Governance. New York, NY.

**Houston, D. M.**, & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Harvard Graduate School of Education. Cambridge, MA.

**Houston, D. M.**, & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Russell Sage Foundation and W. T. Grant Foundation. New York, NY.

**Houston, D. M.**, & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Harvard Kennedy School. Cambridge, MA.

**Houston, D. M.** (2018). Learning about schooling: The effects of state-level student achievement data on public opinion. National Academy of Education and the Spencer Foundation. Washington, DC.

**Houston, D. M.** (2018). Research methods workshop: Multilevel regression and post-stratification (MRP). Boston-Area Politics of Education Writing Group. Cambridge, MA.

**Houston, D. M.** (2017). Schoolhouse democracy: Public opinion and education spending in the states. National Academy of Education and the Spencer Foundation. Washington, DC.

Henig, J. R., Riehl, C. J., **Houston, D. M.**, Rebell, M. A., & Wolff, J. R. (2016). Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan. Teachers College, Columbia University. New York, NY.

GRANTS  
(Awarded)

Hunter, S. B., Das, S., Holton, A., Warweg, P., & **Houston, D. M.** (2023). Applied education research collaborative to inform education policy and equitable resource allocation. Hewlett Foundation. Education Program. \$300,000. Co-Principal Investigator.

**Houston, D. M.** (2022). Research communication: The ‘good’ schools: Academic performance data, school choice, and segregation. Spencer Foundation. Research Communication Grant. \$15,000. Principal Investigator.

Schueler, B. E., & **Houston, D. M.** (2022). Political equality, self-interest, and election timing: The American public’s preferences on when to hold school board elections. 4-VA at University of Virginia. Collaborative Research Grant. \$35,000. Co-Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2020). The ‘good’ schools: The effects of student growth data on parental school preferences. Spencer Foundation. Small Grant. \$28,200. Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2018). Student growth, choice, and segregation: The effects of academic growth data on school district enrollment choices. Russell Sage Foundation and W.T. Grant Foundation. Improving Education and Reducing Inequality in the United States. \$14,140. Co-Principal Investigator.

**Houston, D. M.** (2017). Public opinion and the public schools. National Academy of Education and Spencer Foundation. Dissertation Fellowship. \$27,500. Principal Investigator.

**Houston, D. M.** (2018). Public opinion and the public schools: Three essays on Americans’ education policy preferences. Teachers College, Columbia University. Provost Doctoral Dissertation Grant. \$7,750. Principal Investigator.

**Houston, D. M.** (2018). Public opinion and the public schools: Three essays on Americans’ education policy preferences. Teachers College, Columbia University. Dean’s Grant for Student Research. \$1,960. Principal Investigator.

GRANTS  
(Under Review)

Nagro, S., Vasquez, E., Walter, H., Taub, M., Fu, Y., & **Houston, D. M.** (2023). ARROW: AI-powered reflective practice raising on-the-job teacher candidates' well-being. Institute for Education Sciences, U.S. Dept. of Education. Professional Development for Educators and School-Based Service Providers Program. \$1,999,739. Co-Principal Investigator.

GRANTS  
(Not Awarded)

**Houston, D. M.** (2022). The long division: Polarization, sorting, and the changing politics of K-12 education. National Academy of Education and Spencer Foundation. Postdoctoral Fellowship. \$70,000. Principal Investigator.

**Houston, D. M.**, & Steinberg, M. P. (2022). COVID-19 school closures and public support for education. George Mason University Office of Research, Innovation, and Economic Impact. Early Stage Research Seed Funding. \$48,536. Principal Investigator.

**Houston, D. M.** (2021). Late to the party: Polarization and the politics of education. National Academy of Education and Spencer Foundation. Postdoctoral Fellowship. \$70,000. Principal Investigator.

**Houston, D. M.**, & Steinberg, M. P. (2021). The effects of pandemic-induced school closures on public opinion and the 2020 election. Russell Sage Foundation. Presidential Grant. \$25,000. Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2019). The 'good' schools: The effects of student growth data on parental school preferences. W.T. Grant Foundation. Officers' Research Grant. \$31,280. Co-Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2019). The 'good' schools: The effects of student growth data on parental school preferences. American Educational Research Association. Research Grant. \$27,200. Co-Principal Investigator.

Schneider, J., **Houston, D. M.**, Noonan, J. (2019). The effects of supplemental school quality information on families' school choices: A survey experiment in the field. Spencer Foundation. Small Grant. \$50,000. Co-Principal Investigator.

FELLOWSHIPS,  
SCHOLARSHIPS,  
AND AWARDS

Fordham Institute and American Enterprise Institute. Emerging Education Policy Scholars Program (EEPS). 2022.

Teachers College, Columbia University. Research Dissertation Fellowship. \$6,000. 2017–2018.

Teachers College, Columbia University. Weinberg Fellowship in Politics and Education. \$4,216. 2016–2017.

Teachers College, Columbia University. Departmental Fellowship. \$27,000. 2016–2017.

Teachers College, Columbia University. Doctoral Research Fellowship. \$30,000. 2015–2016.

Teachers College, Columbia University. Doctoral Research Fellowship. \$30,000. 2014–2015.

TEACHING

GEORGE MASON UNIVERSITY

EDPO 870: Education Policy: Process, Context, and Politics (previously listed as EDUC 870; cross-listed as EDPO 601: P-12 Policy Challenges). Graduate seminar. 2020–Present.

EDPO 871: Advanced Policy Issues in Education (previously listed as EDUC 871). Graduate seminar. 2021–Present.

EDPO 885: History of Education in the United States (previously listed as EDUC 885; cross-listed as EDPO 600: History of Education Reform). Graduate seminar. 2022–Present.

EDPO 886: School Reform in the United States: Politics and Policies (previously listed as EDUC 886; cross-listed as EDPO 603: Conflict and Consensus: Education, Interest Groups, and Advocacy). Graduate seminar. 2021–Present.

#### HARVARD UNIVERSITY

HGSE L-105: Evidence-Based Leadership in Education (Teaching Fellow). Graduate seminar. 2019.

GOV 2490: The Political Economy of the School (Teaching Fellow). Graduate seminar. 2018–2019.

#### COLUMBIA BUSINESS SCHOOL

CBS B8257: Modern Econometrics for Business (Teaching Assistant). Graduate seminar. 2018.

#### TEACHERS COLLEGE, COLUMBIA UNIVERSITY

EDPA 6002: Quantitative Methods for Evaluating Education Policies and Programs (Instructor). Graduate seminar. 2017.

EDPA 5002: Data Analysis for Education Policy Research and Decision Making II (Teaching Assistant). Graduate seminar. 2017.

EDPA 4002: Data Analysis for Education Policy Research and Decision Making I (Teaching Assistant). Graduate seminar. 2016.

EDPP 5041: Politics of Centralization and Decentralization (Teaching Assistant). Graduate seminar. 2015.

#### SERVICE

#### PEER REVIEW

AERA Open, American Educational Research Journal, Educational Policy, Educational Psychology Review, Educational Researcher, Journal of Education Policy, Journal of School Choice, Stanford University Center for Education Policy Analysis, State and Local Government Review

#### NATIONAL CONFERENCES

Chair/Discussant, APSA Annual Meeting (2020, 2022); Chair/Discussant, APSA Education Politics and Policy Spring Conference (2022–2023); Proposal Reviewer, AERA Annual Meeting (2022); Best Paper Award Committee, APSA Education Politics and Policy Section (2021)

#### SERVICE TO THE FIELD

Co-Chair, WPSA Education Politics and Policy Virtual Community (2022–Present); Survey Director, *Education Next* Poll (2021–Present); Program Assistant, Harvard PEPG Colloquia Series (2019–2020); Program Assistant, Harvard PEPG Education Cities Conference (2019)



## SERVICE TO GEORGE MASON UNIVERSITY

Academic Program Coordinator, Education Policy (2023–Present); Director, EdPolicy*Forward*: The Center for Education Policy (2023–Present); CEHD PhD Committee (2023–Present); Mason CEHD Research Practice Partnership (2022–Present); Program Assistant Search Committee, Division of Education Leadership and Policy (2021); Mason Faculty Mentoring Communities (2020–2021); CEHD New Faculty Mentoring Group (2020–2021)

## MENTORING

### DISSERTATION COMMITTEES

Natalie Truong (2023–Present), Etai Mizrav (2022–2023, George Washington University), Jodi Carr (2022–2023), Alan Moore (2020–2022, University of Washington)

### DOCTORAL PROGRAM ADVISORY COMMITTEES

Cole Forbes (2024–Present); Christopher Nace (2022–Present), Alejandra Salazar Salame (2022–Present), Stephen Vaughan (2021–Present), Alyssa Barone (2021–Present), Natalie Truong (2021–2023)

### MASTERS THESIS ADVISOR

Kinley Thomas (2024–Present)

### UNDERGRADUATE HONORS THESIS ADVISOR

Zuri Hodnett (2022–2023)

### GRADUATE RESEARCH ASSISTANTS/SCHOLARS

Seamus O'Connor (2021–2023), Xingya Xu (2020–2021)

## AFFILIATIONS (\*Founding Member)

American Educational Research Association (AERA)  
American Political Science Association (APSA)  
\*APSA Education Politics and Policy Section  
Association for Education Finance and Policy (AEFP)  
Western Political Science Association (WPSA)  
\*WPSA Education Politics and Policy Virtual Community

## CERTIFICATION

New York State Teaching Certification, Childhood General Education 1-6. 2012–2018.

## CONSULTING

Relay Graduate School of Education. 2015–2017.

## PODCASTS

Petrilli, M. J., Griffith, D., Northern, A. M., & **Houston, D. M.** (2022). Education gadfly show #835: The expanding partisan gap on K-12 education. Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/resources/education-gadfly-show-835-expanding-partisan-gap-k-12-education>.

Peterson, P. E. & **Houston, D. M.** (2022). The education exchange: Results of the 2022 Education Next survey of public opinion. *Education Next*. <https://www.educationnext.org/the-education-exchange-results-of-the-2022-education-next-survey-of-public-opinion/>.

Peterson, P. E. & **Houston, D. M.** (2021). The education exchange: Results of the 2021 Education Next survey of public opinion. *Education Next*. <https://www.educationnext.org/the-education-exchange-results-of-the-2021-education-next-survey-of-public-opinion/>.

SELECTED  
MEDIA  
MENTIONS  
(\*Quoted)

Peterson, P. E. & **Houston, D. M.** (2019). Public opinion on education is less polarized than other issues. *Education Next*. <https://www.educationnext.org/education-exchange-public-opinion-education-less-polarized-issues>.

\*Pals, T., & Koenigsknecht, M. (Jun. 2023). Giving parents better school quality data encourages them to consider less affluent, less white schools—to a point. *American Educational Research Association*. <https://www.aera.net/Newsroom/Giving-Parents-Better-School-Quality-Data-Encourages-Them-to-Consider-Less-Affluent-Less-White-Schools>.

Smith, M., & Rosenberg, M. (Apr. 2023). A Chicago mayoral hopeful who took on hard-to-fix schools faces a political shift. *New York Times*. <https://www.nytimes.com/2023/04/02/us/chicago-mayor-election-education.html>.

\*Bernhard, B., & Suntrup, J. (Mar. 2023). Political activism heats up St. Louis suburban school board races. *St. Louis Post-Dispatch*. [https://www.stltoday.com/news/local/education/political-activism-heats-up-st-louis-suburban-school-board-races/article\\_e6824eb4-7e5b-564e-a81e-594f284ea79c.html](https://www.stltoday.com/news/local/education/political-activism-heats-up-st-louis-suburban-school-board-races/article_e6824eb4-7e5b-564e-a81e-594f284ea79c.html).

\*Jacobsen, L. (Feb. 2023). Once a vocal charter advocate, Hakeem Jeffries expected to ‘downplay’ support as new house minority leader. *The 74 Million*. <https://www.the74million.org/article/once-a-vocal-charter-advocate-hakeem-jeffries-expected-to-downplay-support-as-new-house-minority-leader/>.

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