

Jodi Jacobson Chernoff

Potomac, MD 20854 | 301-367-5845 | jjchernoff@edevaluator.org | linkedin.com/in/jodi-jacobson-chernoff/

Principal Education Researcher

Principal education researcher committed to giving every child a strong start through rigorous program evaluation and data-driven insights. Demonstrates a passion for leveraging research to drive meaningful change, partnering with public agencies, foundations, and nonprofits to identify best practices and inform policy. Expertise in developing innovative study designs, surveys, and assessments, and translating strategic insights into actionable recommendations for diverse audiences, including policymakers and educators. Advanced early childhood education systems through equity-centered, mixed-methods research and impact evaluation across federal, state, and philanthropic initiatives.

Core Competencies

- Qualitative and Quantitative Research
- Team Management
- Subject Matter Expertise: School Readiness
- Study Design and Development
- Documentation and Reporting
- Staff Development and Professional Learning
- Quality Assurance
- Survey and Instrument Development
- Program Evaluation and Data Management
- Longitudinal Studies

Experience

American Institutes for Research - Rockville, MD

April 2018 - May 2025

Principal Researcher

Led early childhood research, stakeholder collaboration, and policy support, delivering high-quality insights and professional learning and staff development.

- Oversaw project and staff management for the Early Childhood Longitudinal Study (ECLS), including information on prekindergarten and Head Start and ensuring high-quality results and timely deliverables.
- Supported the Ohio Department of Education (ODE) in gathering feedback from district leaders and school staff on the Reading Improvement and Monitoring Plan (RIMP) process, informing early literacy policy development and analysis.
- Provided communication and professional learning to Chicago Public Schools (CPS) by developing coaching materials and a research-based method for identifying key early literacy assessments, culminating in a comprehensive summary resource document.
- Supported the evaluation of the Birth through Eight Strategy for Tulsa (BEST) by refining data collector training materials, delivering in-person training, and conducting refresher sessions on observation coding protocols to ensure accuracy and consistency.
- Conducted content alignment analysis for assessments under consideration for the Oklahoma State Department of Education (OSDE)'s Early Learning Inventory (ELI) to assist in their selection.
- Led stakeholder collaboration through interviews and focus groups on Michigan's early childhood system, providing key insights on early childhood partnership programs to the Michigan Department of Education (MDE).
- Led assessment selection, training, and implementation for California's Transitional Kindergarten (TK) study, collaborating with experts, certifying assessors, and supporting data collection and reporting.
- Presented research at conferences, raising the organization's profile.

American Institutes for Research - Washington, DC**April 2006 - April 2018****Senior Research Analyst**

Led project management, stakeholder engagement, and policy advocacy for the Early Childhood Longitudinal Study (ECLS) and International Early Learning Study (IELS), ensuring high-quality research, improved public data access, and alignment with U.S. educational standards.

- Directed project and staff management for the Early Childhood Longitudinal Study (ECLS), ensuring high-quality, timely deliverables while fostering strong client relationships.
- Expertly reviewed and improved survey instruments, training materials, study documentation and public-facing materials for the ECLS, improving the quality of the data available to the public.
- Advocated on behalf of the U.S. Department of Education for U.S. interests in international meetings shaping the development of the International Early Learning Study (IELS).
- Executed a U.S. pilot test for the IELS, overseeing all aspects to ensure instruments and protocols were age-appropriate and aligned with U.S. standards.
- Coordinated the OECD Secretariat's visit, guiding tours of U.S. early care and education settings and facilitating discussions with NAEYC and the U.S. Department of Health and Human Services.

Additional Relevant Experience**American Institutes for Research - Washington, DC****Research Analyst****Education****Doctor of Philosophy (PhD) in Developmental Psychology**

University of Maryland, College Park, MD

Psychology Master of Arts (M.A.) in Developmental

University of Maryland, College Park, MD

Bachelor of Arts (B.A.) in Honors Psychology

University of Michigan, Ann Arbor, MI

Publications and Presentations

- Incorporating developmentally appropriate practice in Pre-Kindergarten expansions. (2024, April 9). American Institutes for Research. <https://www.air.org/resource/field/incorporating-developmentally-appropriate-practice-pre-kindergarten-expansions>.
- Oh, D.D., Farmer, M., Chernoff, J.J., and Jiang, J., Clinton, L.M., Merenda, T., Weber-Mayrer, M., (August, 2022). The challenges and opportunities of using diagnostic data to improve equity and access to reading interventions. Presentation given at the 2022 NCES STATS-DC Data Conference, U.S. Department of Education, Virtual conference.
- Leonard, P., Davis, C, Chernoff, J.J., & Jiang, J. (2021, August). The Challenges and Opportunities of Assessment Data Collection, Data Quality and Data Use in Primary Grades (K-2). Presentation given at the 2021 NCES STATS-DC Data Conference, U.S. Department of Education, Virtual conference.
- Chernoff, J.J., Keuter, S., Uchikoshi, Y., Quick, H. & Manship, K. (2021). [Challenges in Assessing California's Diverse Dual Language Learners](#). San Mateo, CA: American Institutes for Research.