George Mason University
College of Education and Human Development
Ph.D. in Education

EDUC 876-B01: Teacher Development and Education Policy
3 Credits, Summer 2021
June 3 – July 29
Thursdays at 5:00 pm (Virtual Class Meeting via Zoom)

Faculty

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Prerequisites/Corequisites

Admission to the Ph.D. program and EDUC 870 or permission of instructor.

University Catalog Course Description

Focuses on the impact of policy actions at the local, state, and national levels on teacher preparation and continuing professional development.

Course Overview

Increased demands for accountability in U.S. public schools have inspired policy efforts at local, state and federal levels to identify ways to improve the quality of teachers and teaching. This course focuses on the policy climate and research base around teacher professional development. This course aims to identify the key issues implicit in efforts to improve teacher quality and the educational policies designed to address the supply, distribution and the development of teacher quality. Students will become sophisticated consumers and analysts of the policy and research landscape around teacher professional development.

Course Delivery Method

This course will be delivered using a seminar/lecture format.

Learner Outcomes and Objectives

This course is designed to enable students to:

1. Demonstrate a detailed and sophisticated understanding of major policy issues in teacher education and development.

2. Analyze and describe the legal, political, and social forces that influence decision making on these issues.

3. Understand and explain the intersection of teacher policy at various levels (local, state, federal) and research.

4. Analyze existing scholarship around teacher policy and develop a new research agenda.

Required Texts

All readings, including journal articles and shorter, non-technical articles, are available through the course blackboard page. The instructor can suggest additional readings on methodological and statistical concepts and teacher policy related topics of interest.

Course Requirements and Performance Evaluation

Expectations:

1. Attend all classes. Please provide advance notice, when possible, if you must miss a class.

2. Read all assignments carefully and thoroughly prior to class and bring copies (either hard or electronic copy) to class.

3. Actively participate in class discussions and activities and respectfully engage with one another.

4. Submit all assignments on time. All assignments are due by 11:59 p.m. on the date indicated in the *Readings/Assignments* section below and must be emailed to the instructor at lstephe1@gmu.edu. Format for in-class presentations: presentations should be prepared in Microsoft PowerPoint. Format for written assignments: Times New Roman size 12 point font, 1" page margins and 1.5" line spacing. Citations/references should adhere to the APA style guide manual.

Assignments:

1. Teacher Policy Research Proposal (40% of grade). Each student will develop a research proposal to study a teacher policy issue. The aim of the research proposal is to provide students with the opportunity to broaden and deepen their reading on a topic in the teacher policy literature that is not only central to the course but also relevant to their doctoral studies. In an essay no longer than 15 pages, students will: (i) select an issue or topic in teacher policy that may also be relevant to their doctoral research (e.g., teacher evaluation); (ii) describe in detail the state of knowledge on the selected topic (i.e., review the existing literature); (iii) describe the empirical and methodological approaches that have been taken to address this topic in the existing education policy literature; (iv) describe the proposed research setting to study this issue (i.e., specific teacher policy

setting, data, and empirical methods); and (v) propose a complementary and/or alternative approach to studying this issue (i.e., a research agenda).

Final papers are due on <u>July 22, 2021 by 11.59 p.m.</u> and must be submitted on Blackboard. Format: papers should be no more than 15 pages in length, using Times New Roman size 12-point font, 1" page margins and 1.5" line spacing. Citations/references should adhere to the APA style guide manual.

<u>By July 1, 2021</u>, please email the instructor a description of the topic you plan to examine in the teacher policy research proposal and why this topic is of interest. The description should be no longer than 1-2 paragraphs in length.

2. <u>Presentation of Teacher Policy Research Proposal</u> (20% of grade). Each student will present their teacher policy research proposal in a final presentation. Students will present their work on July 29, 2021. Students will have 20 minutes each to present their final paper. All presentations should be prepared in Microsoft PowerPoint (and should be be submitted no later than 11:59 pm on July 29). The structure of the presentation should follow that of the teacher policy research proposal (see *Assignments #1*, above).

3. <u>In-Class Discussion/Participation</u> (40% of grade). The success of any doctoral course depends on the active and persistent engagement of all members of the class. As a seminar, this course requires that students complete all readings prior to class and are prepared to substantively and actively participate in class discussions. Each student's discussion/participation grade is based on attendance and participation in all scheduled class meetings. Students should be prepared to offer comments, questions and/or observations about each of the scheduled and assigned readings and the in-class team/individual presentations. Each week, students will submit 2 questions about the week's readings on Blackboard by 11:59 p.m of the day before class (Wednesday).

Grading:

This course is graded on the Graduate Regular scale (see: http://catalog.gmu.edu/policies/academic/grading/). Cumulative points corresponding to each grade are as follows:

A+	97-100	A-	90-92	B	83-86	C	70-79
A	93-96	B+	87-89	B-	80-82	F	$\leq$ 69

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructionaltechnology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-9932380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-9938730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

CLASS SCHEDULE

Please Note: To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard. Readings and assignments for each topic are listed below and should be completed prior to the class in which the topic is discussed.

WEEK	DATE	TOPIC	READINGS/ASSINGMENTS
1	June 3	Introduction to the Course / Overview of Teacher Policy & Research	None
2	June 10	The Impact and Distribution of Teachers	• Goldhaber (2002). The mystery of good teaching. *Education Next*, 2(1), 50-55. • Kalogrides, D., Loeb, S., & Beteille, T. (2013). Systematic sorting: Teacher characteristics and class assignments. *Sociology of Education*, 86(2), 103–123. • Kraft, M. A. (2019). Teacher effects on complex cognitive skills and social-emotional competencies. *Journal of Human Resources*, 54(1), 1-36. • Murnane, R. J., & Steele, J. L. (2007). What is the problem? The challenge of providing effective teachers for all children. *The Future of Children*, 15-43.
3	June 17	Pathways to Teaching	• Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-440. • Dee, T., & Goldhaber, D. (2017). Understanding and addressing teacher shortages in the United States. *The Hamilton Project*. • Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for America on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75-96. • Von Hippel, P.T., & Bellows, L. (2018). Rating teacher-preparation programs: Can value added make useful distinctions? *Education Next*, 18(3), 34-42.

4	June 24	Teacher Recruitment and Hiring	• Goldhaber, D., Grout, C., & Huntington-Klein, Nick. (2017). Screen twice, cut once: Assessing the predictive validity of applicant selection tools. *Education Finance and Policy*, 12(2), 197-223. • Jacob, B.A., Rockoff J.E., Taylor, E. S., Lindy, B. & Rosen, R. (2018). Teacher applicant hiring and teacher performance: Evidence from DC public schools. *Journal of Public Economics*, 166, 81-97. • Lindsay, C.A., Blom, E., & Tilsley, A. (2017). Diversifying the classroom: Examining the teacher pipeline. Retrieved from the Urban Institute: *https://www.urban.org/features/diversifying-classroom-examining-teacher-pipeline* • Rockoff, J., Jacob, B.A., Kane, T.J., & Staiger, D.O. (2011). Can you recognize an effective teacher when you recruit one? *Education Finance and Policy*, 6(1), 43-74.
5	July 1	Teacher Professional Learning and Performance	• Kraft, M., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588. • Papay, J.P., & Kraft, M. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500. • Steinberg, M. & Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. *Education Finance and Policy*, 10(4), 535-572. • Fulbeck, E.S. (2014). Teacher mobility and financial incentives: A descriptive analysis of Denver's ProComp. *Educational Evaluation and Policy Analysis*, 36(1), 67-82.
6	July 8	Teacher Supervision and Evaluation	• Steinberg, M.P., & Donaldson, M.L. (2016). The new educational accountability: Understanding the landscape of teacher evaluation in the post-NCLB era. *Education Finance and Policy*, 11(3), 340-359.

			• Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness.* The New Teacher Project. • Dee, T.S., & Wyckoff, J. (2017) A lasting impact. *Education Next,* 17(4). • Sartain, L., & Steinberg, M.P. (2016). Teachers' labor market responses to performance evaluation reform: Experimental evidence from Chicago Public Schools. *The Journal of Human Resources*, 51(3), 615-655. • Steinberg, M.P., & Garrett, R. (2016). Classroom composition and measured teacher performance: What do teacher observation scores really measure? *Educational Evaluation and Policy Analysis*, 38(2), 293-317.
7	July 15	Teacher Mobility and Retention	• Atteberry, A., Loeb, S., & Wyckoff, J. (2017). Teacher churning: Reassignment rates and implications for student achievement. *Educational Evaluation and Policy Analysis*, 39(1), 3-30. • Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review, Papers and Proceedings*, 95(2), 166-171. • Garcia, E., & Weiss, E. (2019, April 16). U.S. schools struggle to hire and retain teachers. *Economic Policy Institute*. • Strauss, V. (2017, November 27). Why it's a big problem that so many teachers quit – and what to do about it. *Washington Post*.
8	July 22	Accountability Policy and Teacher Retention and Efficacy	• Feng, L., Figlio, D., & Sass, T. (2010). School accountability and teacher mobility. CALDER Working Paper (No. 47). • Ingersol, R., Merrill, L., & May, H. (2016). Do accountability policies push teachers out? *Educational Leadership*, 73(8), 44-49. • Neal, D. & Schanzenbach, D. (2010). Left behind by design: Proficiency counts and test based accountability. *Review of Economics and Statistics*, 92(2), 263-283.

			• Clotfelter, C.T., Ladd, H.F., Vigdor, J.L., & Diaz, R.A. (2004). Do school accountability systems make it more difficult for low-performing schools to attract and retain high quality teachers? *Journal of Policy Analysis and Management*, 23(2), 251-271. **Teacher Policy Research Proposal Due**
9	July 29	Student Presentations of Teacher Policy Research Proposals	**Teacher Policy Research Presentation Slides Due**

Rubric for Teacher Policy Research Proposal and Presentation

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Introduction /Description of Teacher Policy Issue	The author selects an issue or topic in teacher policy	The author selects an issue or topic	The author selects an issue or topic that	The author does not offer a description of an

	that is relevant to their doctoral research and describes the state of knowledge on the selected topic using current peer-reviewed literature. The author clearly states the impact of recent developments larger society on the teacher policy.	in teacher policy that may be relevant to their doctoral research and describes the state of knowledge on the selected topic using existing relevant literature.	pertains to education but does not clearly demonstrate its relevance to teacher policy or doctoral research. The author describes the state of knowledge on the selected topic but does not use relevant existing literature.	issue or topic that impacts education or teacher policy in a significant or relevant manner. The author does not utilize literature to describe the state of knowledge on the topic.
Description of Existing Empirical and Methodological Approaches to the Teacher Policy Issue	The author synthesizes the empirical and methodological approaches that have been taken to address this topic and provides analysis of these approaches in the context of recent policy trends. The author supports the synthesis and analysis with existing education policy literature.	The author thoroughly describes the empirical and methodological approaches that have been taken to address this topic supported by existing education policy literature	The author describes some of the empirical and methodological approaches that have been taken to address this topic but does not support it with existing education policy literature.	The author fails to clearly describe any of the empirical and methodological approaches that have been taken to address this topic and does not use existing education policy literature.
Proposed Research (specific teacher policy setting, data, and empirical methods)	The author provides a clear rationale for a research agenda that attends to the selected policy issue and stems from relevant literature. The author proposes a relevant research setting with clear data tools and empirical methods.	The author calls for a research agenda, but precisely how it stems from existing scholarship is unclear. The author offers clear and specific details of the proposed project.	The author offers a general call for more research, but it is unclear how it stems from existing research. The details of the proposedresearch are vague.	The author does not offer a specific call for more research that stems from existing scholarship. The author does not propose a clear research design.
Mechanics	The writing is clear,error-free, and adheres to proper APA guidelines.	The writing is clear, with only a few mechanical errors, and adheres	The writing is not always clear, has several mechanical errors, and does not always adhere to	The writing is unclear, with many mechanical errors, and does

		to proper APA guidelines	proper APA guidelines.	not adhere to APA guidelines.