

Module 2: Elementary and Secondary Education  
Class Schedule and Reading List  
(\* = required)

**Section I: Test based accountability**

**Class 14 – Introduction to school accountability**

Readings

\*David Figlio and Susanna Loeb (2011). “School Accountability.” Chapter 8 in the Handbook of the Economics of Education.

\*Derek Neal (2013). “The consequences of using one assessment system to pursue two objectives.” *Journal of Economic education*, 44(4): 339-352.

**Class 15 – Introduction to Interrupted Time Series Designs**

Readings

\*William Shadish, Thomas D. Cook, Donald Campbell. “Experimental and Quasi-Experimental Designs for Generalized Causal Inference.” Shadish et al., Chapter 6 “Quasi-Experiments: Interrupted Time Series Designs”

\*Howard Bloom (2003). “Using Short Interrupted Time-Series Analysis to Measure the Impacts of Whole-School Reforms”. *Evaluation Review* 2003, 27:3

**Class 16 – No Child Left Behind**

Readings

\*Dee, Thomas and Jacob, Brian (2011). “The Impact of No Child Left Behind on Student Achievement.” *Journal of Policy Analysis and Management*, 30(3): 418-446.

Randall Reback, Jonah Rockoff and Heather Schwartz (2014). "Under Pressure: Job Security, Resource Allocation, and Productivity in Schools under NCLB." *American Economic Journal: Economic*. 6(3): 207-41

**Class 17 – Other approaches to school accountability**

Readings

\*Iftikhar Hussain. Subjective Performance Evaluation in the Public Sector: Evidence From School Inspections, *Journal of Human Resources*, Winter 2015 Vol 50, no. 1, pp 189-221.

## Section II: Teacher-Related Policies

### Class 18 – An Intro to Teacher-Related Policies

#### Readings

\* Murnane, Richard and Jennifer Steele (2007). “What is the Problem? The Challenges of Providing Effective Teachers for All Children.” *The Future of Children*, 17(2). (Special Issue: Excellence in the Classroom. Policies to Improve the Teacher Workforce.)

\*Jacob, B. (2007). “The Challenges of Staffing Urban Schools with Effective Teachers.” *The Future of Children*, 17(2). (Special Issue: Excellence in the Classroom. Policies to Improve the Teacher Workforce.)

Lankford, Hamilton, Loeb, Susanna and James Wyckoff (2002). “Teacher Sorting and the Plight of Urban Schools.” *Educational Evaluation and Policy Analysis* 24 (2002): 37-62.

Eric A. Hanushek and Steven G. Rivkin (2007). “Pay, Working Conditions and Teacher Quality.” *The Future of Children*, 17(2). (Special Issue: Excellence in the Classroom. Policies to Improve the Teacher Workforce.)

“The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness.” A report released by The New Teacher Project, 2009. (Read executive summary and skim the rest of the report if interested.)

### Class 19 - Teacher Value-Added Measures

The goal of this class is to introduce students to the conceptual underpinnings of teacher value-added measures as well as the technical estimation of these measures. We will also discuss potential concerns with using value-added measures for policy purposes.

\*Jonah Rockoff, Cory Koedel and Kata Mihaly (2015). "Value-Added Modeling: A Review," *Economics of Education Review*, August 2015, 47:180-195

\*\*“Problems with the Use of Student Test Scores to Evaluate Teachers.” Economic Policy Institute, Policy Brief 278, August 2010.

\*\*“Evaluating Teachers: The Important Role of Value-Added.” Report released by the Brown Center on Education Policy at Brookings, November 2010.

The Carnegie Knowledge Network, sponsored by the Carnegie Foundation on Teaching and Learning, has produced a series of brief reports that provide a good overview of many topics related to VAM. <http://www.carnegieknowledgenetwork.org/knowledge-briefs/>

*Some key articles on the current debates*

Rothstein, J. (2010). Teacher quality in educational production: tracking, decay, and student achievement. *Quarterly Journal of Economics*, 125(1), 175-214.

Chetty, Friedman and Rockoff (2014a): "Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates," *American Economic Review*, 104, 2593– 2632.

——— (2014b): "Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood," *American Economic Review*, 104, 2633–2679.

Rothstein, Jesse (2014). Revisiting the Impact of Teachers: Response to CFR

CFR (August 2015). "Measuring the Impacts of Teachers: Response to Rothstein." Center for Economic Policy Research, Discussion Paper 10768.

Rothstein, Jesse (Oct 2015). Revisiting the Impact of Teachers (updated)

**Classes 20 & 21 – Teacher Evaluation**

The goal of this class is to discuss different approaches for evaluating and providing feedback to teachers. We will learn about the underlying theory behind them and the empirical evidence regarding the effects of such evaluation.

Readings

Each student will be assigned one of the readings below. In class, students will split into groups to discuss the readings, and then present them to the rest of the class.

\*Dee, T., & Wyckoff, J. (2015). "Incentives, selection, and teacher performance: evidence from IMPACT." *Journal of Policy Analysis and Management* 34(2): 267-297.

\*Glazerman, S. and A. Seifullah (2012). An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years. Princeton: Mathematica Policy Research.

\*Springer, M., Ballou, D., Hamilton, L., Vi-Nhuan, L., Lockwood, J., MMcCaffrey, D., Pepper, M., & Stecher, B. (2010). Teacher pay for performance: experimental evidence from the Project on Incentives in Teaching. Retrieved from [http://www.rand.org/content/dam/rand/pubs/reprints/2010/RAND\\_RP1416.pdf](http://www.rand.org/content/dam/rand/pubs/reprints/2010/RAND_RP1416.pdf).

\* Taylor, Eric S. and John H. Tyler. 2012. The Effect of Evaluation on Teacher Performance. *American Economic Review* 102(7), 3628-3651.

\*Glazerman, Steven, Ali Protik, Bing-ru Teh, Julie Bruch, Jeffrey Max and Elizabeth Warner. 2013. Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment. United States Department of Education.

\*Rockoff, Jonah E., Douglas O. Staiger, Thomas J. Kane and Eric S. Taylor. 2012. Information and Employee Evaluation: Evidence from a Randomized Intervention in Public Schools. American Economic Review 102(7), 3184-3213

## **Class 22 – A Brief and Selected Discussion of Psychometrics**

### Readings

\*Jacob, Brian and Rothstein, Jesse (2016). "The Measurement of Student Ability in Modern Assessment Systems." Journal of Economic Perspectives.

\*Evidence Speaks note on student test scores (August 11, 2016)

\*Comments by Andrew Ho

### **Section III – Technology and Education**

#### **Class 23 – An introduction to technology and education**

##### Readings

\*Jacob et al. (2016). “Can Technology Help Promote Equality of Educational Opportunities?” Working Paper.

#### **Class 24 – Technology and the Education Production Function**

##### Readings

\*Jackson, Kirabo and Alexey Makarin (2016). “Simplifying Teaching: A Field Experiment with Online “Off-the-Shelf” Lessons.” NBER #22398.

Taylor, Eric S. (2015). “New Technology and Teacher Productivity” Working paper.

#### **Class 25 – Educational technology outside the classroom**

Each student will be assigned one set readings below. In class, students will split into groups to discuss the readings, and then present them to the rest of the class.

##### Readings

###### Set 1 –

\*Elliot et al. (December 2013). “Uses and Limitations of Automated Writing Evaluation Software. WPA Research Bibliography.

###### Set 2 –

\*Read about MyTeachingPartner (MTP) at <http://curry.virginia.edu/research/centers/castl/mtp>

\*Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333(6045), 1034-1037. doi:10.1126/science.1207998

Mikami, A. Y., Gregory, A., Allen, J. P., Pianta, R. C., & Lun, J. (2011). Effects of a teacher professional development intervention on peer relationships in secondary classrooms. *School Psychology Review*, 40(3), 367-385.

Set 3 -

\*Peter Bergman, Chana Edmond-Verley and Nicole Notario-Risk. “Parent Skills and Information Asymmetries: Experimental Evidence from Home Visits and Text Messages in Middle and High Schools.”

Peter Bergman. “Parent-Child Information Frictions and Human Capital Investment: Evidence from a Field Experiment Investment”

Peter Bergman. “Technology Adoption in Education: Usage, Spillovers and Student Achievement”