**TE 975**

**306 Bessey Hall**

**4:10-7:00 Tuesdays**

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|  | [Mary M Kennedy](http://www.msu.edu/%7Emkennedy/publications/)  432-5549  116 F Erickson Hall  [mkennedy@msu.edu](mailto:mkennedy@msu.edu) |
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**Course Objectives**

This course examines a variety of questions about the nature of teacher quality and how policies affect teacher quality. In our readings you will find many definitions of teacher quality. Each is valued by its own advocates and each is affected by policies. Some policies may improve one version of quality but reduce another. We will examine policies that affect teachers or prospective teachers across all their career stages to see how policies influence teacher quality.

We will also examine different varieties of scholarship that address policy questions and ask how these different genres help us answer our practical questions. The weekly readings will differ in the extent to which they are conceptual, empirical, dispassionate or passionate. As we read these, you will need to think about the merits of these different approaches to studying the question of policy and teacher quality.

All of the papers you will read are available on the course Angel site, under a tab called “lessons.” There is a folder for each weekly topic. Many of these papers are heavily statistical because that is becoming the nature of policy research. To help you understand these papers, I include a folder at the bottom of this page that includes articles that provide explanations of some of the statistical concepts we will confront. The material in this folder is not required but, depending on your background, it may be necessary for you to understand the required material..

**Tentative Schedule**

The course is organized around the employment pipeline. We will ask how policies affect teachers and teaching at each stage in a teacher's career: as a college student who could potentially decide to enter teaching, as a student enrolled in teacher education, as a graduate seeking certification, as a certified teacher seeking a job, as a novice teacher, a tenured teacher, or a teacher who could be rewarded, honored, or dismissed.

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| Date | Issue/  Events | Readings |
| Sep  7 | Orientation to the course | Kennedy, M. M. (2004). Examining teacher quality. In F. Lester & J. Ferrini-Mundy (Eds.), *Proceedings of the NCTM Research Catalyst Conference*. Washington DC: National Council of Teachers of Mathematics.  Harris, D. N., & Routledge, S. A. (2010). Models and Predictors of Teacher Effectiveness: A Comparison of Research About Teaching and Other Occupations. *Teachers College Record, 112*, 914-960. |
| Sep 14 | Recruitment and Teacher Quality | Brookhart, S. M., & Freeman, D. J. (1992). Characteristics of entering teacher candidates. *Review of Educational Research, 62*(1), 37-60.  Farkas, S., Johnson, J., & Faleno, J. (2000). *A sense of calling: Who teaches and why*. Washington DC: Public Agenda.  Corcoran, S. P., M.Evans, W., & Schwab, R. M. (2002). Changing Labor Market Opportunities for Women and the Quality of Teachers, 1957-2000. *American Economic Review, 94*(2), 230-235. |
| Sep 21 | Teacher Education and Teacher Quality | Kennedy, M. M. (2008). Contributions of Qualitative Research to Research on Teacher Qualifications. *Educational Evaluation and Policy Analysis, 30*(4), 344-367  Boyd, D., Grossman, P. A., Hammerness, K., Lankford, R. H., Loeb, S., McDonald, M., et al. (2008). Surveying the landscape of teacher education in New York: Constrained variation and the challenge of innovation. *Educational Evaluation and Policy Analysis, 30*(4), 319-343.  Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: The National Academy of Education Committee on Teacher Education. *Educational Horizons*(Winter), 111-13 |
| Sep 28 | Credentials and Qualifications to teach | Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Education Evaluation and Policy Analysis, 26*(3), 237-257.  Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis, 31*(4), 416-440.  Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., et al. (2010). Recruiting effective math teachers: How do math immersion teachers compare? Evidence from New York City. Cambridge MA: National Bureau of Economic Research |
| Oct  5 | CLASS DEBATE: value of teacher education | Farkas, S., Johnson, J., & Duffett, A. (1997). *Different Drummers: How teachers of teachers view public education*. New York: Public Agenda. Retrieved from [www.publicagenda.org](http://www.publicagenda.org)  Hess, F. M. (2001). *Tear Down this Wall: The case for a Radical Overhaul of Teacher Certification*: Progressive Policy Institute. Retrieved from  Greenberg, E., Skidmore, D., Rhodes, D., & Nesbitt, D. (2002). *Prepared to teach: Teacher Preparation and Student Achievement in Mathematics and Science*: American Institutes for Education. Retrieved from |
| Oct 12 | Licensure Exams and Teacher Quality | Mitchell, R., & Barth, P. (1999). How Teacher Licensing Tests Fall Short. *Thinking K-16, 3*(1), 3-24.  Chaplin, D., Glazerman, S., Baxter, G., & Seif, E. (2007). *Teacher licensure exams: How do they compare?* Paper presented at the American Educational Research Association, Chicago  Goldhaber, D. (2007). Everyone’s Doing It, But What Does Teacher Testing Tell Us About Teacher Effectiveness? *Journal of Human Resources, 42*(4), 765-794. |
| Oct 19 | MIDTERM BOOK REVIEWS DUE |  |
| Oct 26 | District hiring practices and teacher quality | Strauss, R. P., Bowes, L. R., Marks, M. S., & Plesko, M. R. (2000). Improving teacher preparation and selection: Lessons from the Pennsylvania experience. *Economics of Education Review, 19*, 387-415.  Liu, E., & Johnson, S. M. (2006). New Teachers' Experiences of hiring: Late, rushed, and information-poor. *Educational Administration Quarterly, 42*(3), 324-360.  Metzger, S. A., & Wu, M.-J. (2008). Commercial teacher selection instruments: The validity of selecting teachers through beliefs, attitudes and values. *Review of Educational Research, 78*(4), 921-940. |
| Nov 2 | Allocation of teachers to schools and students | Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2002). Initial Matches, Transfers, and Quits: Career Decisions and the Disparities in Average Teacher Qualifications Across Schools.  Levin, J., Mulhern, J., & Schumck, J. (2005). *Unintended Consequences: The case for reforming the staffing rules in urban teachers union contracts*: The New Teachers Project. Retrieved from  Ingersoll, R. M., & Perda, D. (2010). Is the Supply of Mathematics and Science Teachers Sufficient? *American Educational Research Journal, 47*(3), 563-594. |
| Nov 9 | Attrition and teacher quality | Goldhaber, D., Gross, B., & Player, D. (2007). *Are public schools really losing their best? Assessing the career transitions of teachers and their implications for the quality of the teacher workforce*: National Center for Analysis of Longitudinal Data in Education Research. Retrieved from  ~~Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools.~~ *~~Peabody Journal of Education, 80~~*~~(3), 44-70.~~  Keigher, A., & Cross, F. (2010). *Teacher Attrition and Mobility: Results From the 2008–09 Teacher Follow-up Survey*. Washington DC: National Center for Education Statistics. Retrieved from |
| Nov 16 | Supports for teachers | Kennedy, M. M. (2010) Teacher Quality and the Question of Attribution Error. Unpublished manuscript.  Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*(3), 44-70.  Cohen, D. K. (2010). Teacher quality: An American educational dilemma. In M. M. Kennedy (Ed.), *Teacher assessment and the quest for teacher quality*. San Francisco: Jossey Bass. |
| Nov 23 | Induction and Professional Development | Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714  Gallucci, C., Van Iare, M. D., Yoon, I. H., & Boatright, B. (2010). Instructional Coaching: Building Theory About the Role and Organizational Support for Professional Learning *American Educational Research Journal*.  Scotchmer, M., McGrath, D. J., & Coder, E. (2005). *Characteristics of Public School Teachers’ Professional Development Activities: 1999–2000*. Washington DC: National Center for Education Statistics. Retrieved from |
| Nov  30 | No Child Left Behind and Teacher Quality | Kuenzi, J. (2008). *K-12 Teacher Quality: Issues and Legislative Action*. WDC: Congressional research service. Retrieved from  Smith, T. M., Desimone, L. M., & Ueno, K. (2005). "Highly qualified" to do what? The relationship between NCLB teacher quality mandates and the use of reform-oriented instruction in middle school mathematics. *Educational Evaluation and Policy Analysis, 27*(1), 75-109.  Dee, T., & Jacob, B. (2010). Evaluating NCLB. *Education Next,* 54-61.  U. S. Department of Education (2010) A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act. Washington, D. C. Author. |
| Dec  7 | Differentiating among teachers | Milanowski, A. (2003). The Varieties of Knowledge and Skill-Based Pay Design: A Comparison of Seven New Pay Systems for K-12 Teachers. *Education Policy Analysis Archives, 11*(4).  Pullin, D. (2010). Judging Teachers: The law of teacher dismissals. In M. M. Kennedy (Ed.), *Teacher Assessment and the Quest for Teacher Quality: A Handbook* (pp. 297-333). San Francisco: Jossey Bass.  Glazerman, S., & Seifullah, A. (2010). *An evaluation of the Teacher Advancement Program (TAP) in Chicago: Year Two Impact Report*. Washington DC: Mathematica Inc. Retrieved from |
| Dec 14 | FINAL POLICY ANALYSIS PAPERS DUE | Class time will be spent on Endnote and the citation process in general |

**Course Requirements**

Students will be responsible for two primary products during the course.

1. A book review will be due midterm week. On the Angel page for that week, I list several recently-published books that address policy issues relevant to teacher quality. Each student will write a review of one of these books, with no overlaps in books. I encourage you to try to get your review actually published and, to help you with that I provide several examples of published book reviews, each annotated to highlight its strengths and weaknesses.

2. Due by our scheduled final exam day will be a policy analysis in which you establish a definition of teacher quality and examine strategies for improving that particular aspect of teacher quality. This paper will review literature to make an evidence-based argument about how to improve teacher quality.

**Grading Policy**

Grade will be determined as follows:  
  
--40% for the first paper  
--40% for the second paper  
--20% for class preparation and productive participation

**Attendance Policy**

Bring either your laptop or a paper copy of the readings with you so that we can refer to them during discussions.

**Academic Integrity**

Students are expected to do their own work and to submit papers that are their own work. If you quote another author, you must cite that author rather than imply that this is your own work. The university does not tolerate academic dishonesty of any kind.