

**EDUC 1225 Pursuing Teacher Quality; How Policy Shapes Teaching  
Spring 2020**

Day and time: Monday and Wednesday, 8:30-9:50 am  
Location: Salomon Center 203

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**Course Description and Objectives**

*Syllabus is subject to change over the course of the semester*

**Course description:**

Teachers are critical for transforming schools and changing trajectories of students' lives; our experiences as students and research underscores their importance in changing students' academic trajectories. We tend to think of teachers as doing their work alone, but they are part of a greater education ecosystem. In this course, we will examine the constraints - those imposed by principals, district policy, and state and federal law - under which teachers work. What can policy makers consider as they work to improve the experience students have in the classroom, especially as we ensure that our most vulnerable students have the most effective teachers?

Class activities include discussions, policy analyses, lectures and simulations. Students will complete two memos and one final paper. This class has no prerequisites and no enrollment cap.

**Course objectives:**

Students will broaden their understanding of what it means to teach and will deepen their commitment to what it is that they value related to the act of teaching. Specifically, the course has the following goals:

1. Course content goals:
  - a. Students will gain a deep understanding of the role of a teacher and who is currently teaching in K-12 schools in the US with a focus on an analysis of the diversity of the workforce.
  - b. Students will be able to explain the key issues embedded in the topic of teacher and teaching quality, the policies that are currently being used to address them, and how they may differentially impact teachers from different backgrounds.

- c. Students will become familiar with the research and theory that ground teacher and teaching quality policies and learn to assess the alignment between the policy and knowledge about research and practice.
  - d. Students will become better able to anticipate the problems and possibilities that are likely to accompany implementation of different teacher and teaching quality policies by taking into account the context of the teacher and school.
2. Goals related to skill-building and professional habits that lead to successful analysis and policy creation:
- a. Students will build skills in conducting policy analysis, which includes identifying the underlying logic in proposals, identifying assumptions that must be met for the policy or program to succeed, locating barriers to implementation, and estimating impact relative to other policy/programs.
  - b. Students will build skills in deliberating about policy design.
  - c. Students will build skills in deciphering technical readings in this field.
  - d. Students will build skills in conducting a small-scale qualitative interview-based research study and writing up the methods and the findings.

### **Pedagogical approach:**

Each week of class will be composed of two or three of the following components, with the choice of component dependent upon the content of the week's reading and my instructional goals:

- A discussion of an assigned article or issue in more depth;
- An analysis of policy proposals related to findings in the week's readings;
- A short lecture reviewing other key studies on the topic, usually with discussion of the assigned articles interspersed;
- A short lecture reviewing studies / findings on these policy proposals;
- Activities engaging students in examining policy briefs and memos to determine what makes them effective;
- Analysis of short videos of US and, where available, international classroom instruction;
- Unpacking statistical articles, which provides students an opportunity to not only understand the logic of econometric modeling but also to understand basic critiques of these models.

## **Course Requirements and Expectations**

### **Attendance/participation**

The success of this class depends on thoughtful, engaged participation of all class members. As a result, attendance is expected at every class meeting. Please notify me in advance if you need to miss class. You should be well-prepared to discuss all assigned readings and respond to any study questions posted in advance. Participating with a study group with others in the class will enhance your preparation. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask that you come ready to participate as both a

speaker and a listener. It is the responsibility of all class members to make room for, and learn from, individuals with different views and different ways of engaging in public conversation. This means allowing for silence and honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Effective class participation is a matter of quality, not quantity. In assessing students' preparation and participation, the instructor will consider the extent to which individuals' comments are thoughtful, original, and carefully grounded in the readings. Further, the instructor will consider whether an individual's participation reflects an understanding of other students' comments and advances the learning of the group. Also considered will be initiative in asking questions, and synthesizing or prompting or prompting classmates' comments.

### **Academic code**

All students should read, understand, and abide by the Academic Conduct Code at Brown. In particular, please pay close attention to the section on the "use of sources" (p.6) to be sure to appropriately credit outside sources and avoid any potential issue of plagiarism. Note in particular that "A student's name on any exercise (e.g., a theme, report, notebook, performance, computer program, course paper, quiz, or examination) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help." ([Academic Code](#), p. 5)

### **Additional Support**

#### **Office hours**

I am committed to providing you with the resources necessary to meet your objectives in this course. I will hold regular office hours and am available to meet outside of those times as well. It is incumbent upon you to let me know if you have areas of confusion. Ideally, you will raise these in class, but you can also let me know if you are struggling with concepts or have questions outside of class.

#### **Accessibility and accommodations**

Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modifications of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact [Student and Employee Accessibility Services](#) at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

### **Assignments**

Students will be expected to complete three major assignments, described in high level below; more detailed information about expectations for each assignment will be distributed in class. They are due to be uploaded to Canvas by the date and time specified. You may ask for a

response to your ideas or paper outlines, but you should not expect editorial assistance. For help with writing, students are encouraged to use a study group or Brown's Writing Center.

1. **Short memo:** Students will write a short paper using material in sections 1 and 2 of the course. **Due February 21 at 11:59 pm.**
2. **Literature review:** Students will write a literature review related to the final paper (assignment 3) The literature review will synthesize the research in their chosen teacher policy topic. **Due March 19, 2019 at 11:59 pm.**
3. **Research study:** Students will conduct a small research study, answering a research question related to the teacher pipeline challenge faced by the Providence Public School District. Students may choose to work in pairs on this assignment. **Due April 20 at 11:59 pm.**

We will observe the final timeline related to this final assignment:

- **Monday, March 2:** Submit a one-paragraph description of your paper topic.
- **Monday/Wednesday, April 6/8:** Present your research-in-progress to the class.
- **Monday, April 20:** Final papers due by 11:59 pm.

In addition to these assignments, there will be several small assignments to be completed in preparation for specific classes, often comprised of a written reaction to one of the assigned readings to be completed online.

### **Course Time Allotment**

The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours over the semester. In this course, students can expect to spend 80 minutes in class for 24 sessions (32 hours total). Required reading and preparation for the class meetings is expected to take up approximately 4 hours per session (96 hours). In addition, students will complete three assignments; the first of which should take approximately 10 hours, the second of which should take 15 hours, and the final paper which should take approximately 30 hours. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.

### **Grading:**

Late papers will be automatically reduced by one-half letter grade (for example, from B+ to B) for the first day of lateness. They will be reduced another full letter grade for each additional week after the due date. Exceptions are granted only in the case of true emergencies or under unusual circumstances, if arranged with the instructor prior to the due date.

Assignments will be weighed according to the following approximate percentages:

Preparation and participation	20%
Written responses online	20%

First paper	15%
Literature review	20%
Final paper	25%

### Course Outline

- Section 1. Who are our teachers and why does it matter? **January 22, 27, 29**
  - *How and why do teachers matter?* Research on the importance of the quality of the teacher on student outcomes. For example, what is the size of the “teacher effect” in the context of other influences on student achievement?
  - *Landscape:* Who are our teachers - what are the demographics, who enters, who stays? Why and how does diversity of the teacher workforce matter? Where do they teach? What are different school types?
- Section 2. What is teaching? What is quality teaching? **February 3, February 5**
- Section 3: What is teacher policy, where is it made, and why does it matter? How do these policies play out in different school contexts? **February 10, February 12**
  - Section 3a: Policies that support who goes into teaching and gets hired - including recruiting, preparing, licensing, hiring and assignment -with a particular focus on how these policies sometimes play out differently for teachers of color. **February 19, 24, 26**
  - Section 3b: Teachers unions and teacher policy. **March 2, 4, 9**
  - Section 3c: Policies that support strong teaching quality and the improvement of teaching, including standards and accountability, equity and charter schools, curriculum and professional development and coaching. **March 11, 16, 18**
  - Section 3d: Policies that support retaining excellent teachers (and dismissing ineffective ones), including evaluation, compensation, tenure, dismissal and layoff. **March 30, April 1, April 6, April 8**
- Section 4: In what ways does the school leader and school context matter to teacher quality and teaching quality? **April 13, April 15**
- Section 5: How do these teacher policies roll up to shape the teaching profession? What does that mean for making a career in education? **April 20, April 22**

### Schedule of topics and readings

#### Section 1. Who are our teachers and why does it matter?

January 22: What does the research say about the importance of the teacher?

Readings:

- Goldstein, D. (2019). “It Just Isn’t Working:” test scores cast doubt on US education reform. The New York Times, Dec. 3, 2019. Link [here](#)

- The Shanker Institute (2015). The State of Teacher Diversity. [http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity\\_0.pdf](http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf) (read 1-21 and skim the rest)

January 27: Who are our teachers? Who enters and who stays?

Readings:

- Papay, J. (2007) Aspen Institute Datasheet: The Teaching Workforce. Washington, D.C.: The Aspen Institute. Available [on-line](#)
- Ingersoll, R. Merrill, L., Stuckey, D. & Collins, G. (2018). *Seven trends: the transformation of the teaching force*, updated October 2018. CPRE Report. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre\\_researchreports](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre_researchreports)

Optional:

- OECD (2019). Executive Summary. TALIS 2018 Results (Volume I) : Teachers and School Leaders as Lifelong Learners (Summary). Paris: OECD Publishing. [https://www.oecd-ilibrary.org/sites/1d0bc92a-en/1/1/3/index.html?itemId=/content/publication/1d0bc92a-en&\\_csp\\_=1418ec5a16ddb9919c5bc207486a271c&itemGO=oecd&itemContentType=book](https://www.oecd-ilibrary.org/sites/1d0bc92a-en/1/1/3/index.html?itemId=/content/publication/1d0bc92a-en&_csp_=1418ec5a16ddb9919c5bc207486a271c&itemGO=oecd&itemContentType=book)

January 29: In which types of different contexts might a teacher work, and what does that mean for a teacher's autonomy? What norms, forces, and practices shape the teaching profession?

Readings:

- Lortie, D.C (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press. *Read Chapters 1-3.*

Optional:

- Johnson, S.M. (1990) "On Work and Workplaces," in *Teachers at Work: Achieving Success in Our Schools*. Harper Collins. pages 1-28

## **Section 2. What is teaching? What is quality teaching?**

February 3: What is teaching? What does it mean to teach?

Reading:

- Labaree, D. F. (2000). On the Nature of Teaching and Teacher Education: Difficult Practices that Look Easy. *Journal of Teacher Education*, 51(3), 228–233. <https://journals-sagepub-com.revproxy.brown.edu/doi/pdf/10.1177/0022487100051003011>
- Sztajn, P., Confrey, J., Wilson, P. H., & Edgington, C. (2012). Learning Trajectory Based Instruction: Toward a Theory of Teaching. *Educational Researcher*, 41(5), 147–156. <https://journals-sagepub-com.revproxy.brown.edu/doi/pdf/10.3102/0013189X12442801>

- Dewey, J. (1958). *Experience and Education*. Chapter 1: Traditional vs. progressive education. NY: The Macmillan Company. pp. 1-11.

#### February 5: What does quality teaching look like?

##### Readings:

- Lemov, D. (2012). *Teach like a champion*. Chapter 1. San Francisco: Jossey-Bass. <http://teachlikeachampion.com/wp-content/uploads/Lemov-Chapter-1.pdf>
- Brophy, J. T. (no date). *Teaching*. Unesco: International Academy of Education. [http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/Publications/educationalpracticesseriespdf/prac01e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/prac01e.pdf). A quick high-level summary of research on teaching.
- Fenstermacher, G.D., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*, 107(1): 186-213.

Optional: What Works Clearinghouse - link [here](#)

### **Section 3: What is teacher policy, how is it made, and why does it matter?**

#### February 10: What is teacher policy, and where is it made?

##### Readings:

- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington Washington, D.C.: U.S. Department of Education. Link [here](#).
- *A Nation Prepared: Teachers for the 21st Century*. Hyattsville, MD: Carnegie Forum on Education and the Economy, 1986.
- Readings on federal policies NCLB, RTTT, ESSA; state policies in RI and MA; district policy.

#### February 12: Why does policy matter?

##### Readings:

- Sykes, G. (1983). "Public policy and the problem of teacher quality: The need for screens and magnets." In L. Shulman & G. Sykes, eds. *Handbook of teaching and policy*. New York: Longman, 97-125.
- Loeb, S., & Reininger, M. (2004). *Public policy and teacher labor markets: What we know and why it matters*. The Education Policy Center at Michigan State University. Read Chapters I, II, and III.
- Vegas and Ganimian (2011). *Approaching International Comparisons of Teacher Policies Intelligently: How Should Education Systems Learn From Each Other?* The World Bank.

### **Section 3a: Policies that support who goes into teaching and gets hired, including recruitment, preparing, licensing, hiring and assignment**

February 19: How can school systems attract strong individuals to teaching?

Readings:

- Thomas B. Fordham Foundation. (1999). The teachers we need and how to get more of them. Washington, D.C.: Thomas B. Fordham Foundation.  
<https://fordhaminstitute.org/sites/default/files/publication/pdfs/teachergrogg7.pdf>
- Hanushek, E.A. (2011). Paying teachers appropriately. In Drury, D. and Baer, J. The American public school teacher. Cambridge, MA: Harvard Education Press.
- Auguste, B., Kihn, P., Miller, M. (2010). Closing the talent gap: Attracting and retaining toptthird graduates to careers in teaching. An international and market research-based perspective. London, UK: McKinsey & Co. Social Sector Office. Read pages 16-36.  
<https://www.mckinsey.com/~media/mckinsey/industries/social%20sector/our%20insights/closing%20the%20teaching%20talent%20gap/closing-the-teaching-talent-gap.ashx>

February 24: What does research tell us about teachers' qualifications and effectiveness?

Readings:

- Anderson, Melinda D. (2015). Why Schools Need More Teachers of Color - for White Students. *The Atlantic*. August 6, 2015.
- Goldhaber, D. (2002). The mystery of good teaching: Surveying the evidence on student achievement and teachers' characteristics. *Education Next*, 2(1). [\[online\]](#)
- Boyd, D., Goldhaber, D., Lankford, H., & Wyckoff, J. (2007). The effect of certification and preparation on teacher quality. *Future of Children*, 17(1). [\[online\]](#)

Optional:

- Boyd, D. et al (2008) The Narrowing Gap in New York City Teacher Qualifications and Implications for Student Achievement in High-Poverty Schools, The Urban Institute [\[online\]](#)
- Clotfelter, C.T., Ladd, H.F., & Vigdor, J.L.(2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review* 26(2007), 673-682.
- Green, E. (2010) Building a better teacher. *The New York Times*. March 2, 2010. [\[online\]](#)

February 26: How can policymakers assure that all schools have good teachers? Case study: hiring reforms in Boston Public Schools

Readings:

- Sawchuck, S (2010). 'Mutual consent' teacher placement gains ground. *Education Week*. July 6, 2010. Link [here](#).



- Kraft and Papay, BPS hiring paper:  
[https://scholar.harvard.edu/files/mkraft/files/papay\\_kraft\\_2016\\_the\\_productivity\\_costs\\_of\\_inefficient\\_hiring\\_practices\\_jpam.pdf](https://scholar.harvard.edu/files/mkraft/files/papay_kraft_2016_the_productivity_costs_of_inefficient_hiring_practices_jpam.pdf)

Optional:

- Johnson, S.M. & Suesse, J.M. (2005). Staffing the Boston Public Schools. PELP Case Study. Cambridge, MA: Harvard University. OR Johnson and Donaldson (2007) in A Decade of Urban School Reform: persistence and progress in the Boston Public Schools. "Building a HR System in the BPS." pages 111-131.
- Levin, J., Mulhern, J., & Schunk, J. (2005). Unintended consequences: The case for reforming the staffing rules in urban teachers union contracts. New York: The New Teacher Project.

### **Section 3b: Teachers unions and teacher policy**

March 2: What are teachers unions and what do they do?

Readings:

- Freeman, R.B. & Medoff, J.L. (1979, Fall). "The Two Faces of Unionism." In *The Public Interest*, no 57. pp 69-93.
- Moe, T.M. (2001). "Teachers Unions and the Public Schools." In T.M. Moe, ed., *A Primer on America's Schools*. Stanford, CA: Hoover Institution Press.

March 4: How do unions influence policy and how teachers do their work?

Readings

- Barnum (2019) Chalkbeat: Are teachers unions helping or hurting schools? Here's what the newest research tells us.  
<https://www.chalkbeat.org/posts/us/2019/04/15/teachers-unions-schools-wisconsin-funding-research/>
- Goldhaber, D. (2006). "Are Teachers Unions Good for students?" In J. Hannaway and AJ Rotherham, eds. *Collective Bargaining in Education: Negotiating Change in Today's Schools*. Pp 141-158.
- Johnson, SM in Henderson, Urban and Wolman eds (2004). Teachers Unions and Education Policy: Retrenchment or Reform? Chapter 2 "Paralysis or Possibility: What do teachers unions and collective bargaining bring?"

Optional:

- Johnson, S.M. (1987). "Collective bargaining." In V. Richardson-Koehler (Ed.), *Educators' handbook: A research perspective*. White Plains, NY: Longman, 553-574.

March 9 Can schools be reformed at the bargaining table?

Readings:

- Johnson et al. Center for American Progress. (May 11, 2010) Teacher to Teacher: Realizing the Potential of Peer Assistance and Review. [\[online\]](#)
- Teacher leadership as a state policy: [\[online\]](#)

**Section 3c: Policies that support strong teaching quality and the improvement of teaching, including standards and accountability, equity and charter schools, curriculum and professional development and coaching.**

March 11: Standards and accountability

Readings:

- Smith, M. S., & O'Day, J. (1990). Systemic school reform. *Journal of Education Policy*, 5(5), pp. 233-267.
- Cohen, D. K. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12(3), 311-329.
- Linn, R. L., Baker, E. L., & Betebenner, D. W. (2002). Accountability systems: Implications of requirements of the no child left behind act of 2001. *Educational Researcher*, 31(6), 3-16.
- Dee, T. S., & Jacob, B. (2011). Evaluating NCLB. *Education Next*. <http://educationnext.org/evaluating-nclb/>

Optional:

- Diamond, J. B. (2007). Where the rubber meets the road: Rethinking the connection between high-stakes testing policy and classroom instruction. *Sociology of Education*, 80(4), 285-313.
- Booher-Jennings, J. (2005). Below the bubble: "Educational triage" and the Texas accountability system. *American Educational Research Journal*, 42(2), 231-268.

March 16: Equity and charter schools

Readings:

- Paris, D. (2012). Culturally sustaining pedagogy a needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Morrell, E., & Duncan-Andrade, J. M. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English Journal*, 88-92.
- Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, 63, 50-55.

- Warikoo, N., Sinclair, S., Fei, J., & Jacoby-Senghor, D. (2016). Examining Racial Bias in Education: A New Approach. *Educational Researcher*, 45(9), 508-514.

Optional:

- Golann, J. W. (2015). The paradox of success at a no-excuses school. *Sociology of Education*, 88(2), 103-119.
- Fryer, J. (April, 2014) Injecting charter school best practices into traditional public schools: Evidence from field experiments.

### March 18: Professional development

Reading:

- Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher study group impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal*, 47(3), 694-739.
- Rimm-Kaufman, S. E., Larsen, R. A., Baroody, A. E., Curby, T. W., Ko, M., Thomas, J. B., ... & DeCoster, J. (2014). Efficacy of the responsive classroom approach: Results from a 3-year, longitudinal randomized controlled trial. *American Educational Research Journal*, 51 (3), 567-603.

### **Section 3d: Policies that support retaining excellent teachers (and dismissing ineffective ones), including evaluation, compensation, tenure, dismissal and layoff.**

#### March 30: How should teachers be evaluated?

Readings:

- Darling-Hammond, L. (2013). Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement. Teachers College Press.
- Johnson, SM (2019). Where Teachers Thrive: Organizing Schools for Success. Chapter 5, Using Evaluation to Improve Instruction, pages 123-152.

#### April 1: What is tenure? How can districts evaluate and dismiss ineffective teachers?

Readings:

- Baratz-Snowden, J. (2009). Fixing tenure: A proposal for assuring teacher effectiveness due process. Center for American Progress. [online]
- Hanushek, E. A. (2009). Teacher deselection. In D. Goldhaber & J. Hannaway. Creating a new teaching profession. Washington, DC: Urban Institute Press.
- Baker, A. (August 17, 2012). Many teachers denied tenure in policy shift. New York Times. [online]
- Johnson, S.M., et al. (2009). A User's Guide to Peer Assistance and Review. [online]

- Papay, J.P., Johnson, S.M., et al. (2012) Is PAR a good investment? Understanding the costs and benefits of teacher peer assistance and review programs. *Education Policy*. 26(5), 696- 729.

#### April 6: Compensation: How and how much are teachers paid?

##### Readings:

- Allegretto, S.A., Corcoran, S.P., & Mishel, L. (2008). The teaching penalty: Teacher pay losing ground. Washington, DC: Economic Policy Institute. [online]
- Vedder, R. (2003). Comparable worth. *Education Next*, Summer: 14-19. Note: the article starts on the page 8 of the pdf. [online]
- Johnson, S.M. & Liu, E. (2004). What teaching pays, what teaching costs. In Johnson, S.M. & The Project on the Next Generation of Teachers. *Finders and Keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Johnson, SM (2019). *Where Teachers Thrive: Organizing Schools for Success*. Chapter 8, What Pay Means to Teachers.

#### April 8: Is there a role for policy in supporting and retaining strong teachers?

##### Readings:

- Johnson, S.M. & Birkeland, S.E. (2003). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Johnson, S.M., et al. (2004). The support gap: New teachers’ early experiences in high-income and low-income schools. *Education Policy Analysis Archives*, 12(61).
- Ingersoll, R.M. & May, H. (September 2011) The minority teacher shortage: Fact or Fable? *Phi Delta Kappan*, 62-62
- Kapadia, K., Coca, V. & Easton, J. Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools. Chicago Consortium for School Research.

##### Optional:

- Jackson, K. C.. & Bruegmann, E. (2009). Teaching students and teaching each other: the importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4): 85-108.
- The New Teacher Project (2012). *The Irreplaceables: Understanding the real retention crisis in America’s urban schools*. Read the Executive Summary, pages 2-7.
- Shanker Blog: The Voice of the Albert Shanker Institute. *The Irreconcilables*. <http://shankerblog.org/?p=6372> [online] Boston Teacher Residency Fact Sheet

#### **Section 4: In what ways does the school leader and school context matter to teacher quality and teaching quality?**

#### April 13: The role of the principal in promoting teacher collaboration and teacher leadership and what it means for teacher satisfaction, part 1

Readings:

- Johnson, S.M., Kraft M. A., Papay J.P. (2012) How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*. 114(10), 1-39.
- Johnson, SM (2019). Where Teachers Thrive: Organizing Schools for Success. Chapters 3 and 6.

Guest speakers: principals

April 15: The role of the principal in promoting teacher collaboration and teacher leadership and what it means for teacher satisfaction, part 2

Readings:

- Bryk and Schneider (2002), Trust in Schools: a core resource for improvement. Chapter 1: The Social Foundations of Schooling: an overlooked dimension for improvement. Chapter 2: Relational trust.

Guest speaker: teachers / teacher leaders

**Section 5: How do these teacher policies roll up to shape the teaching profession? What does that mean for making a career in education?**

April 20: What are some ideas for policies that might radically change teacher quality or teaching quality?

Readings:

- Allen. The 74 Million. The Solution to the Nation's Teacher Shortage? Make Them Entrepreneurs, with autonomy, authority and a salary to match. Link [here](#).
- 1-2 more readings on out of the box ideas

April 22: Can policymakers reshape the career of teaching so that students have the teachers they need?

Readings:

- Cuban, L. (2013). Why So Many Structural Changes in Schools and So Little Reform in Teaching Practice? (Chapter 6). In *Inside the black box of classroom practice*. Cambridge, MA: Harvard University Press. pp. 155-187
- Boyd, W.L. & Reese, J.P. (2006). Great expectations: The impact of the National Board for Professional Teaching Standards. *Education Next*, Spring: 51-57. [online]
- Donaldson, M.L., et al. (2008). Angling for access, bartering for change: How second-stage teachers experience differentiated roles in schools. *Teachers College Record*, 110(5): 1088- 1114.

- Sclafani, S. (2008). "Rethinking Human Capital in Education: Singapore as a Model for Teacher Development." Washington, DC: The Aspen Institute. [online]
- Teach Plus. (2009). Ready for the next challenge: Improving the retention and distribution of excellent teachers in urban schools: A proposal by teachers" [online]
- Sawchuck, S. (2011) Teacher leader corps helps turn schools around, Education Week, April 18, 2011.