

ECONOMICS OF EDUCATION

EDPLY.GE.2025

Course Syllabus – Spring 2017

Professor:

Sean P. Corcoran

246 Greene Street, Room 314E

Phone: (212) 992-9468

Email: sean.corcoran@nyu.edu

Office hours: Wed. 2:30 – 4:30 or by appt.

Lecture Mon. 4:55 – 7:35 p.m.

25 W 4th Street, Room C-9

Course description

An introduction to the theoretical and empirical methods used in the modern economic analysis of education. We will apply economic theory and econometric methods to a wide range of educational policy issues, including the demand for and returns to schooling, the impact of school resources on student outcomes, education and growth, student incentives, school choice, accountability, teacher labor markets, and the equity and efficiency of school funding. Throughout the course, attention will be paid to the ability of statistics and econometric methods to make causal inferences about effects of education policies, and to make predictions about the likely impact of policy changes.

Course objectives

Upon completion of this course, students will be able to:

- apply basic theoretical concepts of microeconomics to the education sector
- read, interpret, and synthesize the findings of modern empirical research in the economics of education and describe common econometric approaches to education research
- identify the challenges associated with causal inference based on quantitative research in education policy, and critically examine existing literature in light of these challenges
- understand how economic theory and empirical methods are applied to questions of human capital accumulation, economic growth and development, public investment in education, educational production, school choice, accountability, and the labor market for teachers

Prerequisites

Courses in microeconomics (e.g. CORE.GP.1018 Microeconomics for Public Management, Planning, and Policy Analysis) and introductory statistics (e.g. APSTA.GE. 2001 Statistics for the Behavioral and Social Sciences I) are required. In addition students should have completed or be currently enrolled in introductory econometrics (PADM.GP.2902 or the equivalent). Students not meeting these requirements must demonstrate satisfactory knowledge of microeconomics and statistics prior to beginning the course. If you have concerns about your preparation, please see me.

Readings

The textbook for this course is currently in production. You will have access to the page proofs of this text, courtesy of the publisher. Most chapters from this text will be required readings. Other readings will consist of journal articles and book chapters from a variety of sources (see attached reading list). Most if not all of these will be available via NYU Classes.

Required text:

Lovenheim, Michael and Sarah Turner. *Economics of Education*. New York: Worth Publishers (forthcoming).

Optional:

I also recommend the following handbook, an excellent resource for your own collection:

Handbook of Research in Education Finance and Policy, 2nd edition. Helen F. Ladd and Margaret Goertz (eds). New York: Taylor & Francis, 2015.

Each week, two of the required readings will be designated as discussion papers (“D1” or “D2”). Students will be randomly assigned to read either D1 or D2. All students are required to prepare a 500-word synthesis of their assigned paper, and help lead the class discussion of this paper. Please submit the synthesis before class as a PDF to sean.corcoran@nyu.edu. Include your name, week number, and either D1 or D2 in the file name (e.g., *Corcoran Week 2 – D1.pdf*). 500 words is roughly 2 pages typed and double-spaced. See the following page for guidelines.

Course requirements

Your grade for this course will be determined as follows:

- *Five* written problem sets (5% each for a total of 25%)
- Weekly syntheses of discussion papers, and participation in class discussion (25%)
- In-class midterm (25%) and final exam (25%)

The problem sets are designed to give you practice with the analytical tools introduced in class and additional depth into specific subject areas. Students must submit original work. Working together and sharing ideas is encouraged, but collaborative/heavily borrowed work will not be accepted.

Other class information

1. NYU Classes: All materials pertaining to this course (lecture notes, readings, problem sets, optional materials) will be made available via NYU Classes. Enrollment in the course should automatically give you access to the class site. Check frequently for new materials and announcements. Lecture notes will generally be posted 1-2 days in advance of class. However, occasional (hopefully rare) delays are to be expected.
2. Absences: Please see me immediately if you have any conflicts with scheduled assignments and/or exams, or if you anticipate being absent due to religious observances.
3. Class etiquette: Please make an effort to be on time (I will do the same) and please turn off your cell phone and other digital distractions while in class.

4. Academic integrity: NYU Steinhardt policies on academic integrity will be *strictly enforced* in this class. You can find the school's official statement on academic integrity [here](#). You are encouraged to study and work together on problem sets, but all submitted work must be that of the individual student.
5. Withdrawal: If you wish to withdraw from the course, please do so formally with the University Registrar. If you withdraw without authorization, you are at risk for receiving a failing grade for the course. *February 5 is the last day for graduate and undergraduate students to withdraw without receiving a "W" on their transcripts.*
6. Accommodations: Any student requiring an accommodation due to a chronic psychological, visual, mobility and/or learning disability, or who is Deaf or Hard of Hearing, should register with and consult with the Moses Center for Students with Disabilities at 212-998-4980, 726 Broadway, 2nd floor (www.nyu.edu/csd). Of course, I am happy to provide any and all accommodations recommended by the Moses Center.

DISCUSSION PAPER GUIDELINES

Overview

Each week, two of the required readings will be designated as discussion papers (“D1” or “D2”). Students will be randomly assigned to read either D1 or D2. All students are required to prepare a 500-word synthesis of their assigned paper, and to help lead the class discussion of this paper. Please submit the synthesis before class as a PDF to sean.corcoran@nyu.edu. Include your name, week number, and either D1 or D2 in the file name (e.g., *Corcoran Week 2 – D1.pdf*).

The goal for your written synthesis is to concisely summarize the discussion paper, including its main research questions, methods, and findings. Use the list of questions below as guidelines for these notes. Identify the key points, salient issues, and implications for public policy. *Avoid jargon or technical language.* When possible, I will provide a set of additional questions to help get you started on specific papers.

Don’t forget: your class participation grade depends on your active participation in the discussion of your assigned paper. Use your synthesis to help you prepare for and participate in this discussion.

500 words is approximately 2 typed pages, double-spaced. (500 is the minimum; but also don’t exceed this by much). Syntheses will be graded Pass/Fail. If your synthesis is deemed unacceptable, you will have the opportunity to revise and resubmit it for full credit. Your syntheses grade will be determined based on the percentage of passed written syntheses (adjusted for weekly participation in class). Student who pass all syntheses but rarely, if ever, participate in class will receive **no higher than 80%** of the total credit for this component of your grade.

Key questions for your written syntheses:

Note: not all questions will be applicable to every discussion paper.

1. Try to summarize the paper in three sentences. What are its driving research questions, methods, and main contribution/finding(s)? Try not to simply re-state the abstract.
2. What is the specific research question that is being addressed? Can you state this question as a testable hypothesis?
3. What makes this research question an interesting or important one, from a policy perspective? Why might a policymaker wish to know a convincing answer to this question?
4. Is there an underlying theory of behavior or markets that motivates or guides this study?
5. What data does the author use? What is the unit of observation (e.g. students, schools, districts, states, countries?) How is it structured? That is, does it consist of cross-sectional observations? Pooled cross-sections? A panel? Is it appropriate for the research question?
6. Did the author impose any important criteria for inclusion in the sample? In other words, how did they determine who would be included in their analysis?

7. Is the data non-experimental in nature, or the product of a randomized experiment?
8. If the paper uses a regression analysis (most on the list do), what is the outcome of interest? (That is, what variable are they trying to “explain”)? What is the key explanatory variable? (Typically there is one variable of primary interest, and the others serve as controls).
9. Often researchers use regression analysis—and a well-chosen research design—to be able to claim a causal relationship between their explanatory variable and outcome of interest. What approach is the author using in order to establish causality?
10. What are the paper’s main finding(s)?
11. Is there anything you find unconvincing about the paper? Can you think of an alternative explanation for the key empirical finding?
12. Are there any policy implications from the paper? How might a policymaker use its results?

A note on difficulty

Some of the discussion papers and other required readings are technical and in places may feel over your head. *This is OK*. I do not expect you to fully understand *everything* that the authors of the paper are doing. The goal is to uncover the key ideas, research question, design, and results. It is a valuable skill to be able to read and summarize technical papers. Do your best, and bring your questions to the discussion.

COURSE OUTLINE: ECONOMICS OF EDUCATION

January 23	WEEK 1: Introduction to the economics of education	<i>PS1 assigned</i> (♪)
January 30	WEEK 2: Empirical tools of education economics	
February 6	WEEK 3: The human capital model	<i>PS1 due</i> <i>PS2 assigned</i>
February 13	WEEK 4: The signaling model	
February 20	NO CLASS – Presidents’ Day	
February 27	WEEK 5: The economic (and non-economic) returns to education	<i>PS2 due</i> <i>PS3 assigned</i>
March 6	WEEK 6: The economics of higher education	<i>PS3 due</i> (♪)
March 13	NO CLASS – SPRING BREAK	
March 20	MIDTERM EXAM	(♪)
March 27	WEEK 7: Education production function (I) – theory	<i>PS4 assigned</i>
April 3	WEEK 8: Education production function (II) – does money matter?	(♪)
April 10	WEEK 9: Financing schools	<i>PS4 due</i> <i>PS5 assigned</i>
April 17	WEEK 10: School choice	
April 24	WEEK 11: Teacher labor markets (I)—measuring teacher quality	<i>PS5 due</i>
May 1	WEEK 12: Teacher labor markets (II)—teacher supply and demand	
May 8	WEEK 13: School accountability	
May 15	FINAL EXAM	

** NOTE: problem set assignment and due dates are approximate and subject to change

(♪) = Professor Corcoran has season tickets to opera performances. We will conclude a bit earlier (no later than 7 pm) on these nights, unless the tickets are swapped.

READING LIST

(*) = *required*; (D1, D2) = *discussion paper* (assigned one each week); all others *optional*

WEEK 1

Introduction to the Economics of Education

The economist's approach to the study of education and education policy, the organization of educational markets in the U.S., and the economic rationale for government involvement in education. Applying theoretical concepts of microeconomics to the education sector. Types of education policies examined in the economics of education.

(*) Lovenheim and Turner – Chapter 1 “Why do Economists Study Education Policy?”

(*) Lovenheim and Turner – Chapter 2 “The Structure and History of Education Markets in the United States”

(*) Greenstone, Michael, et al. 2012. A Dozen Economic Facts About K-12 Education. Washington, D.C.: The Brookings Institution.

Other recommended readings

Students unfamiliar with the U.S. system of public education (and even those who are) will benefit from reading Lovenheim and Turner Chapter 2 (above) and the following:

Black, Sandra E. and Kenneth L. Sokoloff. 2006. “Long-Term Trends in Schooling: The Rise and Decline (?) of Public Education in the United States” in Eric Hanushek and Finis Welch (eds.), *Handbook of the Economics of Education Volume 1*, pp. 69–105.

Students needing a refresher in the principles of microeconomics are encouraged to read the following, all available on the course website:

Krugman, Paul and Robin Wells. 2004. *Microeconomics*. Chapters 1, 3, and 7, “First Principles,” “Supply and Demand,” and “Making Decisions.”

WEEK 2

Empirical Tools of Education Economics

An introduction to empirical methods and research design in the economics of education: correlation versus causality, linear regression, selection and omitted variables bias, treatment effects, randomized experiments, observational designs, natural and quasi-experiments, internal and external validity.

(*) Lovenheim and Turner – Chapter 3 “Empirical Tools of Education Economics”

(D1) Bettinger, Eric. 2012. “Paying to Learn: the Effect of Financial Incentives on Elementary School Test Scores.” *Review of Economics and Statistics*, 94(3), pp. 686-698.

(D2) Cellini, Stephanie R. and Nicholas Turner. 2016. “Gainfully Employed? Assessing the Employment and Earnings of For-Profit College Students Using Administrative Data.” National Bureau of Economic Research Working Paper No. 22287.

Other recommended readings

Murnane, Richard J. and John B. Willett. 2011. *Methods Matter: Improving Causal Inference in Educational and Social Science Research*. Especially chapters 1-5:

Chapter 1: “The Challenge of Educational Research”

Chapter 2: “The Importance of Theory”

Chapter 3: “Designing Research to Address Causal Questions”

Chapter 4: “Investigator-Designed Randomized Experiments”

Chapter 5: “Challenges in Designing, Implementing, and Learning from Randomized Experiments”

Students needing a reference on statistical concepts and linear regression analysis are encouraged to review the following, all available on the course website:

Remler, Dahlia K. and Gregg G. Van Ryzin. 2011. *Research Methods in Practice: Strategies for Description and Causation*. Chapter 8 “Making Sense of the Numbers” (especially pp. 260-283) and Chapter 9 “Making Sense of Multivariate Statistics” (to page 316).

Studenmund, Arnold H. 2011. *Using Econometrics: A Practical Guide*. Chapters 1, 3, and 17, “An Overview of Regression Analysis,” “Learning to Use Regression Analysis,” and “Statistical Principles.”

Two useful introductions to datasets used in the economics of education are:

Lovenheim and Turner – Appendix A “Description of Datasets Commonly Used in the Economics of Education”

Perez, Maria and Miguel Socias. 2010. “Data in the Economics of Education,” in Dominic J. Brewer and Patrick J. McEwan (eds.), *Economics of Education*, Amsterdam: Elsevier.

WEEK 3

The Human Capital Model

Human capital theory and the demand for education. Present and future values, discounting, and market rate of return. The effect of credit constraints on educational investment. Income inequality and skill-biased technological change.

(*) Lovenheim and Turner – Chapter 4 “The Human Capital Model.”

(D1) Cascio, Elizabeth U. & Ayushi Narayan. 2015. “Who Needs a Fracking Education? The Educational Response to Low-Skill Biased Technological Change.” *National Bureau of Economic Research Working Paper* No. 21359.

(D2) Jensen, Robert. 2010. “The (Perceived) Returns to Education and the Demand for Schooling.” *The Quarterly Journal of Economics*, 125(2), 515–548.

Other recommended readings:

Borjas, George J. 2005. *Labor Economics, 3rd Edition*. New York: McGraw-Hill/Irwin, Chapter 7, “Human Capital” (to page 255).

Autor, David H. 2014. “Skills, Education, and the Rise of Earnings Inequality Among the ‘Other 99 Percent.’” *Science*, 344(6186), 843–851.

WEEK 4

The Signaling Model

How education can act as a signal of unobserved worker characteristics. Separating vs. pooling equilibria. Private vs. social returns to education. Sheepskin effects. Economic returns to the GED. Empirically distinguishing between the human capital and signaling models.

(*) Lovenheim and Turner – Chapter 5 “The Signaling Model: An Alternative to the Human Capital Framework.”

(D1) Clark, Damon and Paco Martorell. 2014. “The Signaling Value of a High School Diploma.” *Journal of Political Economy*, 122(2), 282–318.

(D2) Deming, David J. et al. 2016. “The Value of Postsecondary Credentials in the Labor Market: An Experimental Study.” *American Economic Review*, 106(3), 778–806.

Other recommended readings:

Weiss, Andrew. 1995. “Human Capital vs. Signaling Explanations for Wages,” *Journal of Economic Perspectives*, Vol. 9 No. 4, pp. 133–154.

WEEK 5

The Economic (and Non-Economic) Returns to Education

How economists measure the economic (and non-economic) returns to schooling, and the empirical challenges of doing so. Selection and “ability bias.” The returns to college quality, and 2- versus 4-year colleges.

(*) Lovenheim and Turner – Chapter 6 “The Returns to Education Investment.”

(D1) Murnane, Richard J. 2013. “U.S. High School Graduation Rates: Patterns and Explanations.” *Journal of Economic Literature*, 51(2), 370–422.

(D2) Dee, Thomas S. 2004. “Are There Civic Returns to Education?” *Journal of Public Economics*, 88(9–10), 1697–1720.

Other recommended readings:

Barrow, Lisa and Ofer Malamud. 2015. "Is College a Worthwhile Investment?" *Annual Review of Economics*, 7(1), 519–555.

Oreopoulos, Philip and Kjell G. Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling." *Journal of Economic Perspectives*, 25(1), 159–184.

WEEK 6

The Economics of Higher Education

Applications of economics to the study of higher education. Differences in college access by race, ethnicity, gender, and socioeconomic status. The roles of primary and secondary schools, expectations and information, price, and financial aid in college access and success.

(* Lovenheim and Turner – Chapter 13 "Market Dimensions of Higher Education in the United States" (especially sections 13.1 and 13.3).

(* Lovenheim and Turner – Chapter 14 "Paying for College: Student Financial Aid Policies and Collegiate Enrollment."

(D1) Bettinger, Eric P., Bridget Terry Long, Philip Oreopoulos, Lisa Sanbonmatsu. 2012. "The Role of Application Assistance and Information in College Decisions: Results from the H&R Block FAFSA Experiment." *The Quarterly Journal of Economics*, 127(3), 1205–1242.

(D2) Hoxby, Caroline, and Sarah Turner. 2012. "Expanding College Opportunities for High-Achieving, Low Income Students." Stanford Institute for Economic Policy Research Discussion Paper No. 12-014.

Other recommended readings:

Long, Bridget Terry. 2007. "The Contributions of Economics to the Study of College Access and Success." *Teachers College Record*. Vol. 109 No. 10, pp. 2367-2443.

Lovenheim and Turner – Chapter 15 "The Economics of College Life: Admissions, Peer Effects, and Graduation."

Dynarski, Susan, and Scott-Clayton, Judith. 2013. "Financial Aid Policy: Lessons from Research." *The Future of Children*, 23(1), 67–91.

Goldin, Claudia, Lawrence F. Katz, and Ilyana Kuziemko. 2006. "The Homecoming of American College Women: The Reversal of the College Gender Gap." *Journal of Economic Perspectives*. Vol. 20, No. 4, pp. 133-156.

WEEK 7

The Education Production Function (I) – Theory

Concepts of the production function in economics—inputs, outputs, input substitution, diminishing marginal returns. Efficient allocation of scarce resources in the production of education.

(*) Lovenheim and Turner – Chapter 7 “How Knowledge is Produced: The Education Production Function.”

(D1) Fryer, Roland G. and Steven D. Levitt. 2004. “Understanding the Black-White Test Score Gap in the First Two Years of School,” *Review of Economics and Statistics*, 86(2): 447-464.

(D2) Malamud, Ofer & Cristian Pop-Eleches. 2011. “Home Computer Use and the Development of Human Capital.” *The Quarterly Journal of Economics*, 126(2), 987–1027.

Recommended:

Hanushek, Eric A. 2006. “School Resources,” in Eric Hanushek and Finis Welch (eds.), *Handbook of the Economics of Education Volume 2*, pp. 865–908.

Todd, Petra E., and Kenneth I. Wolpin. 2003. “On the Specification and Estimation of the Production Function for Cognitive Achievement.” *Economic Journal*, 113(485), F3–F33.

For an undergraduate microeconomics refresher of production theory, review the following:

Krugman, Paul and Robin Wells. 2004. *Microeconomics*. Chapter 8, “Behind the Supply Curve: Inputs and Costs.”

WEEK 8

The Education Production Function (II) – Does Money Matter?

The weak correlation between educational inputs and outcomes (the Hanushek critique). Evidence on returns to class size from the Tennessee STAR experiment and other sources. Methodological challenges associated with evaluating the effects of peers and other educational inputs.

(*) Lovenheim and Turner – Chapter 9 “Does Money Matter? The Relationship Between Education Inputs and Educational Outcomes.” Up to page 209.

(D1) Carrell, Scott E., Richard L. Fullerton, & James E. West. 2009. “Does Your Cohort Matter? Measuring Peer Effects in College Achievement.” *Journal of Labor Economics*, 27(3), 439–464.

(D2) Chetty, Raj et al. 2011. “How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR,” *Quarterly Journal of Economics*, 126(4): 1593—1660.

Other recommended readings:

Chingos, Matthew M. 2013. “Class Size and Student Outcomes: Research and Policy Implications.” *Journal of Policy Analysis and Management*, 32(2), 411–438.

Angrist, Joshua D. and Victor Lavy. 1999. “Using Maimonides’ Rule to Estimate the Effect of Class Size on Scholastic Achievement.” *The Quarterly Journal of Economics*, 114(2): 533-575.

Krueger, Alan. 1999. “Experimental Estimates of Education Production Functions,” *Quarterly Journal of Economics*, 114(2): 497—532.

Lazear, Edward P. 2001. "Educational Production." *Quarterly Journal of Economics*, 116(3), 777–803.

Sacerdote, Bruce. 2011. "Peer Effects in Education: How Might They Work, How Big Are They and How Much Do We Know Thus Far?" In Eric A. Hanushek, Stephen Machin, and Ludger Wößmann (eds.), *Handbook of the Economics of Education Volume 3*, pp. 249–277.

WEEK 9

Financing Schools

An introduction to education finance in the United States. Federalism and the financing of public education. The impact of court-ordered school finance reform on the level and distribution of spending, student achievement, private school enrollment, and government behavior.

(*) Lovenheim and Turner – Chapter 8 "The Financing of Local Public Schools."

(D1) Roy, Joydeep. 2011. "Impact of School Finance Reform on Resource Equalization and Academic Performance: Evidence from Michigan." *Education Finance and Policy*, 6(2), 137–167.

(D2) Jackson, C. Kirabo, Rucker C. Johnson, & Claudia Persico. 2015. "The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms." *Quarterly Journal of Economics*.

Other recommended readings:

Hanushek, Eric A., and Steven G. Rivkin. 1997. "Understanding the Twentieth-Century Growth in U.S. School Spending," *Journal of Human Resources*, Vol. 32 No. 1, pp. 35—68.

Yinger, John. 2004. "State Aid and the Pursuit of Educational Equity: An Overview," in *Helping Children Left Behind: State Aid and the Pursuit of Educational Equity*, ed. John Yinger, Chapter 1. Cambridge: MIT Press.

Baumol, William J. 1993. "Health Care, Education and the Cost Disease: A Looming Crisis for Public Choice," *Public Choice*, 77:17-28.

WEEK 10

School Choice

The economic rationale for school choice. Framework for evaluating school choice policies. Evidence on the effectiveness of school vouchers and charter schools in raising school quality and student performance. Do private schools perform better than public schools? Does school choice promote segregation? Other effects of market-based school choice policies.

(*) Lovenheim and Turner – Chapter 10 "School Choice: A Market-Based Approach to Education Reform."

(*) Abdulkadiroglu, Atila et al. 2009. *Informing the Debate: Comparing Boston's Charter, Pilot, and Traditional Schools*. Boston: The Boston Foundation.

(D1) Bifulco, Robert and Helen F. Ladd. 2007. "School Choice, Racial Segregation, and Test-Score Gaps: Evidence from North Carolina's Charter School Program." *Journal of Policy Analysis and Management*, Vol. 26, pp. 31-56.

(D2) Bloom, Howard S. & Rebecca Unterman. 2014. "Can Small High Schools of Choice Improve Educational Prospects for Disadvantaged Students?" *Journal of Policy Analysis and Management*, 33(2), 290–319.

Other recommended readings

Corcoran, Sean P, and Henry M Levin. 2011. "School Choice and Competition in the New York City Schools," in *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System*, ed. Jennifer A O'Day, Catherine S Bitter, and Louis M. Gomez. Cambridge, MA: Harvard Education Press.

Gill, Brian, and Kevin Booker. 2015. "School Competition and Student Outcomes," in Helen F. Ladd and Margaret E. Goertz (eds.), *Handbook of Research in Education Finance and Policy, 2nd Edition*, Chapter 13. New York: Routledge.

Rouse, Cecilia Elena and Lisa Barrow. 2009. "School Vouchers and Student Achievement: Recent Evidence and Remaining Questions." *Annual Review of Economics*, Vol. 1, pp. 17-42.

WEEK 11

Teacher Labor Markets (I) – Measuring Teacher Quality

Measuring teacher quality and teaching effectiveness, and which measurable attributes of teachers contribute most to student outcomes.

(*) Lovenheim and Turner – Chapter 9 "Does Money Matter?" from p. 210 to the end

(*) Goldhaber, Dan. 2015. "Teachers Clearly Matter, But Finding Effective Teacher Policies Has Proven Challenging," in Helen F. Ladd and Margaret E. Goertz (eds.), *Handbook of Research in Education Finance and Policy, 2nd Edition*, Chapter 9. New York: Routledge.

(*) Corcoran, Sean. 2010. "Can Teachers be Evaluated by their Students' Test Scores? Should They Be? The Use of Value-Added Measures of Teacher Effectiveness in Policy and Practice." Education Policy for Action Series: Education Challenges Facing New York City. Annenberg Institute for School Reform.

(D1) Angrist, Joshua D. and Jonathan Guryan. 2008. "Does Teacher Testing Raise Teacher Quality? Evidence from State Certification Requirements." *Economics of Education Review*, 27(5): 483-503.

(D2) Gordon, Robert, Thomas J. Kane, and Douglas O. Staiger. 2006. "Identifying Effective Teachers Using Performance on the Job." Washington, D.C.: Brookings Institution. http://www3.brookings.edu/views/papers/200604hamilton_1.pdf.

Other recommended readings

Clark, Melissa A., Hanley S. Chiang, Tim Silva, Sheena McConnell, Kathy Sonnenfeld, Anastasia Erbe, and Michael Puma. 2013. *The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs* (NCEE 2013-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Harris, Douglas N. 2011. *Value-Added Measures in Education: What Every Educator Needs to Know*. Harvard Education Press. (Not available on NYU Classes).

WEEK 12

Teacher Labor Markets (II) – Teacher Supply and Demand

Teacher compensation, factors that influence the demand for and supply of teachers, teachers unions, and the analysis of merit pay policies. Teacher labor markets in developing nations.

(*) Lovenheim and Turner – Chapter 12 "Teacher Labor Markets."

(*) Strunk, Katherine. 2010. "The Economics of Teachers Unions in the United States," in Dominic J. Brewer and Patrick J. McEwan (eds.), *Economics of Education*, Amsterdam: Elsevier

(D1) Lankford, Hamilton, Susanna Loeb and James Wyckoff. 2002. "Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis," *Educational Evaluation and Policy Analysis*, 24(1): 37—62.

and

(D1) Lankford, Hamilton et al. 2014. "Who Enters Teaching? Encouraging Evidence That the Status of Teaching Is Improving." *Educational Researcher*, 43(9), 444–453.

(D2) Clotfelter, Charles, Elizabeth Glennie, Helen Ladd, & Jacob Vigdor. 2008. "Would higher salaries keep teachers in high-poverty schools? Evidence from a policy intervention in North Carolina." *Journal of Public Economics*, 92(5-6), 1352–1370.

Other recommended readings

Adnot, Melinda and James Wyckoff. 2015. "Increasing the Effectiveness of Teachers in Low-Performing Schools," in Helen F. Ladd and Margaret E. Goertz (eds.), *Handbook of Research in Education Finance and Policy, 2nd Edition*, Chapter 30. New York: Routledge.

Murnane, Richard J., and Jennifer L. Steele. 2007. "What Is the Problem? The Challenge of Providing Effective Teachers for All Children," *The Future of Children*, Vol. 17, 15-43.

WEEK 13

School Accountability

The use of test outcomes to evaluate school performance and to promote the efficient use of school resources. Difficulties in the measurement of school quality, and the unintended consequences of test-based accountability.

(*) Lovenheim and Turner – Chapter 11 “Test-Based Accountability Programs.”

(*) Figlio, David and Susanna Loeb. 2011. “School Accountability,” in Eric A. Hanushek, Stephen Machin, and Ludger Wößmann (eds.), *Handbook of the Economics of Education Volume 3*, pp. 383–421.

(D1) Figlio, David N. and Cecilia Elena Rouse. 2006. “Do Accountability and Voucher Threats Improve Low-Performing Schools?” *Journal of Public Economics*, 90(1-2): 239-255.

(D2) Dee, Thomas S. and Brian Jacob. 2011. “The Impact of No Child Left Behind on Student Achievement.” *Journal of Policy Analysis and Management*, 30(3), 418–446.

Other recommended readings:

Hanushek, Eric A. and Margaret E. Raymond. 2005. “Does School Accountability Lead to Improved Student Performance?” *Journal of Policy Analysis and Management*, 24(2): 297-327.

Kane, Thomas J. and Douglas O. Staiger. 2002. “The Promises and Pitfalls of Using Imprecise School Accountability Measures.” *Journal of Economic Perspectives*, 16(4): 91-114.

Linn, Robert. 2000. “Assessments and Accountability.” *Educational Researcher*, 29(2): 4-16.

Raudenbush, Steven W. 2004. "Schooling, Statistics, and Poverty: Can We Measure School Improvement?" 9th Annual William H. Angoff Memorial Lecture Series. Princeton, NJ: Educational Testing Service.