

Rutgers, The State University of New Jersey

15:230:520 Public School Finance – Course Syllabus

Fall 2021

Wednesdays, 7:00 PM, On-line (via Rutgers Zoom)
Graduate School of Education, Rutgers University

Instructor: Mark Weber, Ph.D.	Email: mark.weber@rutgers.edu
	Location: On-line, via Rutgers Zoom
Office Hours: By appointment.	Prerequisites or other limitations: <i>Admission to the Teacher Education Program or department permission</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: <i>Contact ETPA department</i>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/getting-registered>

Course Description

Learning goals:

- 1) Students will demonstrate fluency in the topic of school finance, from state and federal finance policies to local decision making regarding the allocation of fiscal and human resources.
- 2) Students will demonstrate the ability to analyze and present school finance data, and develop policy prescriptions based on that analysis at the district and state level.

This course adheres to the Professional Standards for Educational Leaders and the CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs; see below for details.

Course catalog description:

State and federal directives on school finance and educational equity; economic principles and national income measures related to public education; calculation of property taxes and bond issues; local, state, and federal methods of financing public education; overview of cost efficiency and effectiveness measures; investments; the basic accounting structure of state and local governments; and the budget system and comprehensive annual reports used by school districts in New Jersey.

All required course readings will be on-line.

This supplemental text will be referred to often throughout the course:

- Baker, Bruce D. (2018). *Educational Inequality and School Finance: Why Money Matters for America's Students*. Cambridge, MA: Harvard Education Press.

Grading policy:

You will have three major assignments, including a final project broken up into two sections. Each assignment is in the form of a policy brief and an accompanying presentation you will make in class (15 minutes for midterm assignments, 20 minutes for the final project; the maximum time will be *strictly* enforced!).

Assignments are to be handed in on the assigned due date unless otherwise noted in class. Late assignments and other exceptions will be handled on an individual basis at the discretion of the instructor.

Each assignment for this class (except Part I of the Final Project) may be completed in collaboration with one other student, but no two assignments are to be done in the same pairings unless permission is granted. The preferred method of submission is via Canvas, but any assignment may also be submitted by e-mail to mark.weber@rutgers.edu

All assignments will include the extensive use of data analysis. Because we will be collaborating on-line, the preferred software this year will be Google Sheets. If you are more comfortable with Excel or other software, that's fine, but please make sure you use it in a way that allows for collaboration with your partner(s). There will be plenty of work sessions during class time to help guide you through the projects.

Grading Weights

- Final Project, Part 1 = 20%
- Final Project, Part 2 = 20%
- Mid-term Project 1 = 25%
- Mid-term Project 2 = 25%
- Class Participation (Includes mini-assignments) = 10%

All assignments will be graded by rubrics that accompany the assignment descriptions you will receive through Canvas.

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: Please access the course website via Canvas. We will review logging on in class.

Course Requirements

Attendance Policy: Please make every effort to attend all classes. Contact me by email if you cannot attend in any week.

During class we will discuss the “required readings” listed below in the course schedule; please come to class prepared to participate in our discussions. “Lecture References” are not required but will be discussed in lectures; you may also wish to refer to them in your Final Project and Midterm Assignments.

Summary of Requirements

Final Project, Part #1

Due date: 9/29/21

Goal: Conduct a legal and historical analysis of a state’s educational funding system. **Do not pick New Jersey!** You will complete this project by yourself, even if you choose to work with a partner on the final project (your grade will be the higher of the two for this section).

Work Product: 2- to 5-page policy brief (depending on formatting) and 10- to 15-minute presentation.

I will have an exemplar essay available to you that uses New Jersey as an example. This policy brief will be the first part of your final project, and you will be able to rewrite it as you see fit before turning it in with the final project.

PSEL Standards: 3. h); 8. h), i); 10. d)

Midterm Assignment # 1: Understanding and Evaluating Equity in Resource Allocation Between School Districts

Due date: 10/27/21

Goal: Conduct and present a district-level equity analysis, using a New Jersey dataset (this will be provided). The goal of this component is to determine whether the districts you are studying allocate resources in ways that improve or impede adequacy & equity.

Work Product: 3- to 8-page policy brief (depending on formatting) and 10- to 15-minute presentation.

PSEL Standards: 1. b); 3. c) h); 5. c); 9. a) b) c) d) f) g) h); 10. d)

Midterm Assignment #2: Understanding and Evaluating Equity and Efficiency in Fiscal and Human Resource Allocation within Schools

Due date: 11/17/21

Goal: Analyze school level resource allocations in relation to literature on efficient use of those resources.

Work Product: 3- to 8-page policy brief (depending on formatting) and 10- to 15-minute presentation.

PSEL Standards: 1. b); 3. c) h); 5. c); 9. a) b) c) d) f) g) h); 10. d)

Final Project, Part II: State School Finance Policy & School District Revenues

Due date: 12/15/21

Goals: Understand and interpret school district revenues and state aid formulas; Understand and analyze school district equity, as provided through state aid formulas.

Work Product: 4- to 10- page policy brief (depending on formatting) TOTAL – that’s Part I (which you already did!) and Part II together; accompanying presentation to the class (15-20 minutes).

Note: If you choose to work with a partner and you do a different state than the one you did for Part I, I will give you the higher grade – either the first draft or the final – as your final for this section.

PSEL Standards: 1. b); 3. c) h); 5. c); 9. a) b) c) d) f) g) h); 10. d)

Mini-Assignments

I will have a few short assignments for you to hone your skills in finance and/or data analysis. These will not be graded, but completing them is part of your “class participation” grade.

Course Schedule by Week

All required texts are available on the Canvas course website. "Lecture references" are not required, but will be referenced in the lecture for that week.

Week	Topics to be Covered	Assignments & Readings
Week 1 9/1/21	Course Introduction; Basics of Accounting; Introduction to Public School Finance	<p><i>Required Readings</i></p> <ul style="list-style-type: none"> Mark Weber (2021, in production) "Public School Funding and the 'Reform' Distraction." In D.C. Berliner and C. Hermans (eds.) <i>Public Education: Defending a Cornerstone of Our Democracy</i>. Teachers College Press. Introduction to Accounting, U.S. Small Business Administration https://www.sba.gov/media/training/sba_intro_to_acct_09012016/index.html <p><i>This is a good review of simple principles in accounting. The whole course takes about 30 minutes.</i></p> <p><i>Lecture references</i></p> <ul style="list-style-type: none"> IES Financial Accounting Manual 2014, Chapters 1 – 5 https://nces.ed.gov/pubs2015/2015347.pdf Baker, B. D. (2016). <i>Does Money Matter In Education?</i> Albert Shanker Institute: Washington, DC. https://eric.ed.gov/?id=ED563793
9/8/21	Change in Designation Day: NO CLASS	Change in Designation Day: NO CLASS
Week 2 9/15/21	Budgets at the School Site Level; School Finance Data	<p>Mini-Assignment #1 Due: Make a small project budget.</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <i>Get yourself caught up on last week's readings.</i> Sorenson, R.D. & Goldsmith, L.M. (2018). "Chapter 6: Building the School Budget." <i>The Principal's Guide to School Budgeting</i>. Corwin; Thousand Oaks, CA. <p><i>Lecture references</i></p> <ul style="list-style-type: none"> Jackson, C. K. (2018). <i>Does School Spending Matter? The New Literature on an Old Question</i>. National Bureau of Economic Research. https://www.nber.org/papers/w25368.pdf Lafortune, J., Rothstein, & Schanzenbach, D. W. (2016, March). Can school finance reforms improve

Week	Topics to be Covered	Assignments & Readings
		<p>student achievement? Washington Center for Equitable Growth. Retrieved from http://equitablegrowth.org/research-analysis/can-school-finance-reforms-improve-student-achievement/</p> <ul style="list-style-type: none"> • Baker, B. D., Weber, M. A., Srikanth, A., Kim, R., & Atzbi, M. (2018). <i>The Real Shame of the Nation: The Causes and Consequences of Interstate Inequity in Public School Investments</i>. New Brunswick, NJ: Rutgers, The State University of New Jersey. Retrieved from http://www.schoolfundingfairness.org • Rothstein, J., & Schanzenbach, D. W. (2021). Does Money Still Matter? Attainment and Earnings Effects of Post-1990 School Finance Reforms. Retrieved from https://www.nber.org/papers/w29177#fromrss • <i>Why K-12 Education Needs More Federal Stimulus Funding</i>. (2020) Center for American Progress. https://www.americanprogress.org/issues/education-k-12/reports/2020/07/21/487865/k-12-education-needs-federal-stimulus-funding/
Week 3 9/22/21	Economic Theories	<p>Mini-Assignment #2 Due – Make a scatterplot.</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Baker, B. D. (2017). <i>How Money Matters for Schools</i>. Learning Policy Institute. https://learningpolicyinstitute.org/product/how-money-matters-report <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Tiebout, C. M. (1956). A pure theory of local expenditures. <i>Journal of political economy</i>, 64(5), 416-424. • Akerlof, G. A. (1970). The market for "lemons": Quality uncertainty and the market mechanism. <i>The quarterly journal of economics</i>, 488-500. • Samuelson, P. A. (1954). The pure theory of public expenditure. <i>The review of economics and statistics</i>, 36(4), 387-389. • Rice, J.K. & Schwartz, A.E. "Chapter 8: Toward an Understanding of Productivity in Education." In Ladd, H.F. & Goertz, M.E. (eds.) (2015). <i>Handbook of Research in Education Finance & Policy, Second Edition</i>. Routledge: New York.

Week	Topics to be Covered	Assignments & Readings
Week 4 9/29/21	School Finance & Segregation	<p>Final Assignment, First Draft (Part I only) Due</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Bruce D. Baker & Mark Weber (2021, in production). <i>Racial and Ethnic Segregation and the Case for School Funding Reparations in New Jersey</i>. New Jersey Policy Perspective. <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Leah Platt Boustan. “Racial Residential Segregation In American Cities.” http://www.econ.ucla.edu/lboustan/research_pdfs/research13_handbook.pdf • Boustan, L. P. (2013). Local public goods and the demand for high-income municipalities. <i>Journal of Urban Economics</i>, 76, 71–82. https://doi.org/10.1016/j.jue.2013.02.003 • García, E. (2020). <i>Schools are still segregated, and black children are paying a price</i>. Economic Policy Institute. https://www.epi.org/publication/schools-are-still-segregated-and-black-children-are-paying-a-price/ • Paul Tractenberg, Gary Orfield and Greg Flaxman. “New Jersey’s Apartheid and Intensely Segregated Urban Schools.” https://clime.newark.rutgers.edu/publications/report/new-jerseys-apartheid-and-intensely-segregated-urban-schools-powerful-evidence
Week 5 10/6/21	Equity and Adequacy, Part I	<p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Baker, B. D., Di Carlo, M., & Weber, M. A. (2021). <i>The Adequacy and Fairness of State School Finance Systems; Key Findings from the School Finance Indicators Database (Third Edition)</i>. Albert Shanker Institute. https://www.schoolfinancedata.org/the-adequacy-and-fairness-of-state-school-finance-systems-2021/ <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Baker, B. D., & Corcoran, S. P. (2012). The Stealth Inequities of School Funding: How State and Local School Finance Systems Perpetuate Inequitable Student Spending. <i>Center for American Progress</i>. https://www.americanprogress.org/issues/education/re

Week	Topics to be Covered	Assignments & Readings
		ports/2012/09/19/38189/the-stealth-inequities-of-school-funding/ (VIDEO: http://images2.americanprogress.org/CAP/2012/09/Event_2012_09_19.mp4)
Week 6 10/13/21	Equity and Adequacy, Part II	<i>Required Readings</i> <ul style="list-style-type: none"> Chapter 1 (pp. 1-16). Baker, Bruce D. (2018). <i>Educational Inequality and School Finance: Why Money Matters for America's Students</i>. Cambridge, MA: Harvard Education Press. <i>Lecture references</i> <ul style="list-style-type: none"> Baker & Green, "Conceptions of Equity and Adequacy in School Finance," <i>Handbook of Research in Education Finance & Policy</i>, Ch. 14. Downes & Stiefel, "Measuring Equity and Adequacy in School Finance," <i>Handbook of Research in Education Finance & Policy</i>, Ch. 15.
Week 7 10/20/21	Efficiency & Productivity	<i>Required Readings</i> <ul style="list-style-type: none"> Baker, B. D., & Weber, M. (2016). <i>Deconstructing the Myth of American Public Schooling Inefficiency</i>. Shanker Institute, Washington, D.C. http://www.shankerinstitute.org/resource/publicschoolinginefficiency (This is long; read, but don't worry about going too deeply into the details, which we will discuss in class.) <i>Lecture references</i> <ul style="list-style-type: none"> Baker & Weber (2016). "On the Relative Efficiency of New Jersey Public School Districts" https://njedpolicy.wordpress.com/2016/08/02/on-the-relative-efficiency-of-new-jersey-public-school-districts/ Mosteller, F. (1995). The Tennessee study of class size in the early school grades. <i>The future of children</i>, 113-127.
Week 8 10/27/21	Taxation	Midterm Assignment #1 Due! <i>Required Readings</i> <ul style="list-style-type: none"> Bruce Baker & Mark Weber (2020) <i>School Funding in New Jersey: A Fair Future for All; Part 2: School Resources, Revenues, and Taxes</i>. New Jersey Policy Perspective.

Week	Topics to be Covered	Assignments & Readings
		<p>https://www.njpp.org/publications/report/school-funding-in-new-jersey-a-fair-future-for-all/</p> <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • McGuire, Papke, & Reschovsky, “Local Funding of Schools,” Chapter 22, <i>Handbook of Research in Education Finance & Policy</i>. • Weber & Srikanth, “How Fair is the “Fairness Formula” for New Jersey School Children & Taxpayers?” https://njedpolicy.wordpress.com/2016/06/30/how-fair-is-the-fairness-formula-for-new-jersey-school-children-taxpayers/ • ITPE’s “Who Pays?” https://itep.org/whopays/ • <i>No Need for the MythBusters, the Millionaire Tax Flight Myth is Busted Again</i>. ITEP. (2018) https://itep.org/no-need-for-the-mythbusters-the-millionaire-tax-flight-myth-is-busted-again/ •
Week 9 11/3/21	Funding Formulas, Part I	<p><i>Required Readings</i></p> <ul style="list-style-type: none"> • New Jersey School Boards Association, “New Jersey’s School Funding Formula 101.” https://www.njsba.org/news-information/parent-connections/school-finance-101/ • Bruce D. Baker (2021) “School Finance 101: Child Poverty and State School Finance Formulas.” (blog post) https://schoolfinance101.wordpress.com/2021/08/25/school-finance-101-child-poverty-and-state-school-finance-formulas/#_ftn1 <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • <i>How do school funding formulas work?</i> The Urban Institute. (2017) https://apps.urban.org/features/funding-formulas/#:~:text=School%20funding%20is%20a%20blend,is%20where%20things%20get%20complicated. • Thoughts on Improving SFRA: https://schoolfinance101.wordpress.com/2011/10/22/thoughts-on-improving-the-school-funding-reform-act-sfra-in-nj/

Week	Topics to be Covered	Assignments & Readings
		<ul style="list-style-type: none"> • Duncombe, Nguyen-Hoang, & Yinger, “Measurement of Cost Differentials,” <i>Handbook of Research in Education Finance & Policy</i>, Ch. 16. • School Finance & Money Matters Basics: https://schoolfinance101.wordpress.com/2012/07/06/friday-finance-101-school-finance-formula-money-matters-basics/ • New Jersey’s School Funding Reform Act http://nj.gov/education/sff/ • Analysis of New Jersey’s Census-Based Special Education Funding System http://nj.gov/education/sff/sereport.pdf • Poverty Counts & School Funding: https://schoolfinance101.wordpress.com/2012/08/07/poverty-counts-school-funding-in-new-jersey/ • Enrollment Count Methods: https://schoolfinance101.wordpress.com/2012/02/25/student-enrollments-state-school-finance-policies/
Week 10 11/10/21	Funding Formulas, Part II	<p>Mini-Assignment #3 – CAFR review.</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Bruce Baker & Mark Weber (2020) <i>School Funding in New Jersey: A Fair Future for All; Part 1: Series Overview and A Plan for the Future</i>. New Jersey Policy Perspective. https://www.njpp.org/wp-content/uploads/2020/11/NJPP-School-Funding-in-New-Jersey-A-Fair-Future-for-All-Part-1.pdf <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Picus, Goertz & Odden, “Intergovernmental Aid Formulas and Case Studies,” <i>Handbook of Research in Education Finance & Policy</i>, Ch. 17. • Baker, B.D., Duncombe, W.D. (2004). Balancing District Needs and Student Needs: The Role of Economies of Scale Adjustments and Pupil Need Weights in School Finance Formulas. <i>Journal of Education Finance</i> 29(2), 97-124. • Baker, B. D., & Ramsey, M. J. (2010). What we don't know can't hurt us?: Equity consequences of financing special education on the untested assumption of uniform needs. <i>Journal of Education Finance</i>, 35(3), 245-275.

Week	Topics to be Covered	Assignments & Readings
		<ul style="list-style-type: none"> • Duncombe, W. D., & Yinger, J. (2005). How much more does a disadvantaged student cost? <i>Economics of Education Review</i>, 24(5), 513–532. • Funding, Formulas, and Fairness; What Pennsylvania Can Learn From Other States' Education Funding Formulas http://www.elc-pa.org/wp-content/uploads/2013/02/ELC_schoolfundingreport.2013.pdf
Week 11 11/17/21	“Choice” and School Finance	<p>Midterm Assignment #2 Due!</p> <p><i>Required Readings</i> <i>These are both long, so just skim them and we'll discuss them in class.</i></p> <ul style="list-style-type: none"> • Weber, M. A. (2021). Robbers or Victims? Charter Schools and District Finances. The Fordham Institute. https://fordhaminstitute.org/national/research/robbers-or-victims-charter-schools-and-district-finances • Weber, M.A. (2019). <i>Ten Important Facts About New Jersey Charter Schools... And Five Ways To Improve The New Jersey Charter Sector</i>. NJ Education Policy Forum. https://njedpolicy.wordpress.com/2019/04/26/ten-important-facts-about-new-jersey-charter-schools-and-five-ways-to-improve-the-new-jersey-charter-sector/ <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Weber, M. A., & Rubin, J. S. (2018). <i>New Jersey Charter Schools: A Data-Driven View - 2018 Update, Part I</i>. https://doi.org/10.7282/t39z983m • Matt Barnum (2017). “Do school vouchers ‘work’? As the debate heats up, here’s what research really says.” <i>Chalkbeat</i>. http://www.chalkbeat.org/posts/us/2017/07/12/do-school-vouchers-work-as-the-debate-heats-up-heres-what-research-really-says/?utm_source=republish&utm_medium=web&utm_campaign=republish • Weber, M. A., & Baker, B. D. (2017). <i>NPEC Review: “School district reform in Newark” (National Bureau of Economic Research, October 2017) and “Impact of the Newark Education Reforms (Center for Education Policy Research, Harvard University, September, 2017)</i>. Boulder, CO: National Education Policy Center. Retrieved from

Week	Topics to be Covered	Assignments & Readings
		<p>http://nepc.colorado.edu/thinktank/review-newark-reform</p> <ul style="list-style-type: none"> • Weber, M. (2015) <i>New Jersey Charter Schools: A Data-Driven View, Part II - Finances and Staffing</i>. http://www.saveourschoolsnj.org/save/corefiles/wp-content/uploads/2016/07/NJ-Charter-School-Report-Part2.pdf • Friedman, M. (1955) "The Role of Government in Education." • Zimmer & Bettinger, "Beyond the Rhetoric; Surveying the Evidence on Vouchers & Tax Credits," <i>Handbook of Research in Education Finance & Policy</i>, Ch. 26
11/24/21	<i>Thanksgiving Break</i>	NO CLASS
Week 12 11/29/21: MONDAY CLASS	Understanding Fiscal Resource Allocation in School Districts and Schools	<p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Mark Weber (2021). <i>The Consequences of School Underfunding</i>. New Jersey Policy Perspective. https://www.njpp.org/publications/report/the-consequences-of-school-underfunding/ <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Baker, B. D., & Weber, M. (2016). State school finance inequities and the limits of pursuing teacher equity through departmental regulation. <i>education policy analysis archives</i>, 24, 47. http://epaa.asu.edu/ojs/article/view/2230 • Baker, B. D., & Welner, K. G. (2010). Premature Celebrations: The Persistence of Inter-District Funding Disparities. <i>education policy analysis archives</i>, 18(9), n9. http://files.eric.ed.gov/fulltext/EJ895615.pdf • Baker, B. D. (2012). Rearranging Deck Chairs in Dallas: Contextual Constraints and Within-district Resource Allocation in Urban Texas School Districts. <i>Journal of Education Finance</i>, 37(3), 287-315.
Week 13 12/1/21	Teachers and School Staff	<p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Weber, M.A. (2019). <i>In Brief: New Jersey's Teacher Workforce, 2019</i>. New Jersey Policy Perspective. https://www.njpp.org/reports/in-brief-new-jerseys-teacher-workforce-2019-diversity-lags-and-wage-gap-persists

Week	Topics to be Covered	Assignments & Readings
		<p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Di Carlo, Baker, & Weber (2019). “School Finance and Teacher Pay Competitiveness.” Albert Shanker Institute. http://www.shankerinstitute.org/resource/school-finance-and-teacher-pay-competitiveness • ASA Statement on VAM: http://www.amstat.org/asa/files/pdfs/POL-ASAVAM-Statement.pdf • Chetty, Rockoff, Friedman (2011). “The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes In Adulthood.” NBER Working Paper. http://www.rajchetty.com/chettyfiles/value_added.pdf • Baker, B. (2013) Revisiting the Chetty, Rockoff & Friedman Molehill https://schoolfinance101.wordpress.com/2013/06/09/revisiting-the-chetty-rockoff-friedman-mole-hill/ • Carnoy, M. (2017). School vouchers are not a proven strategy for improving student achievement. Economic Policy Institute, Washington, D.C. http://www.epi.org/publication/school-vouchers-are-not-a-proven-strategy-for-improving-student-achievement/ (Pay particular attention on page 9 to Carnoy’s “free rider” argument, which we will discuss in detail).
Week 14 12/8/21	Human Resource Allocation in School Districts and Schools, Part II	<p>Mini-Assignment #4 – Contract review.</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> • Mark Weber (2020) <i>New Jersey’s Shrinking Pool of Teacher Candidates</i>. NJPP. https://www.njpp.org/reports/new-jerseys-shrinking-pool-of-teacher-candidates <p><i>Lecture references</i></p> <ul style="list-style-type: none"> • Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). <i>The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness</i>. New Teacher Project. https://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness

Week	Topics to be Covered	Assignments & Readings
		<ul style="list-style-type: none"> • NEPC Review: The Widget Effect: Our National Failure to Acknowledge and Act on Teacher Differences http://nepc.colorado.edu/thinktank/review-widget-effect • Kraft, M. A., & Gilmour, A. F. (2016). "Revisiting the widget effect: Teacher evaluation reforms and the distribution of teacher effectiveness." https://scholar.harvard.edu/mkraft/publications/revisiting-widget-effect-teacher-evaluation-reforms-and-distribution-teacher • Grissom, J., Kalogrides, D., & Loeb, S. (2017). Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers within Schools and Resulting Student Achievement. <i>American Educational Research Journal</i> https://cepa.stanford.edu/content/strategic-staffing-how-performance-pressures-affect-distribution-teachers-within-schools-and-resulting-student-achievement • Jepsen, C., & Rivkin, S. (2009). Class Size Reduction and Student Achievement the Potential Tradeoff between Teacher Quality and Class Size. <i>Journal of Human Resources</i>, 44(1), 223-250.
Week 15 12/15/20	Final Presentations and Course Wrap-Up	Final Project Due!

Applicable Administrative Code and Standards

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community

- 9. Operations and Management
- 10. School Improvement

This course is also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.