Thank you for coming to my talk today to those of you who are here and those of you who are on zoom

I look forward to sharing some of my recent works with you.

To start with, here’s my agenda for today

Future directions I’d like to take in the next several years

Table 1

* We match students with their teachers to obtain separate samples for Chinese, English, and math.
* Sample size and descriptive statistics are similar across subjects.
* Note that we standardized score and self-concept to be mean zero and unit SD within each school.

Table 2

* To confirm random assignment in our data, we regress teacher education and experience against student baseline scores and characteristics
* And show evidence that baseline covariates are generally not significant determinant – neither individually or jointly - of their assigned teacher’s education or experience
* We reasonably assume that teacher-student assignment was random and teacher characteristics are independent from unobserved factors that also impact student learning

Table 3-4

* Teacher education on score outcome, we found that,
  + consistent with the literature, teacher education does not have causal impact on student performance
  + but math teachers with a graduate degree are significantly less effective than their colleagues
* Self-concept outcome estimates
  + confirm this pattern in math
  + but we did capture a positive impact of graduate degree for Chinese teachers

Table 5, 6 and figure 1, 2

* as for teacher experience, our findings echo the two patterns in literature
  + first, more years of experience do not impact student performance nor self-concept
  + moreover, when we collapse years of experience into three-year bins and use each teaching cycle as a dummy variable to estimate, compared to the first cycle (0-3 years, red dotted vertical line in the plot), how teachers in different teaching cycles impact student differently, we found that,
    - no difference in teaching effects on Chinese score
    - but for math and English, teachers in early career (0-3 years) are most effective, then became more and more less effective until somewhere around twenty years, then level up a bit in their late career
    - this pattern is confirmed on self-concept outcome across all three subjects