

Sy Doan

Doctoral Student

Department of Leadership, Policy, and Organizations

Vanderbilt University

Peabody College of Education and Human Development

230 Appleton Place

Nashville, TN 37203

Phone: (616) 283-8571

Email: sy.doan@vanderbilt.edu

Research Interests

Measures of educator effectiveness, accountability policy, value-added measurement, teacher labor markets, quantitative methods

Education

2019	<i>Vanderbilt University</i> Department of Leadership Policy & Organizations K-12 Educational Leadership & Policy Studies	Ph.D.
2011	<i>University of Notre Dame</i> English (Hons.), Political Science	B.A.

Dissertation

Title: What do classroom observations tell us about student success? Capturing the impacts of teachers using at-scale classroom observation scores.

Committee: Dale Ballou (Chair), Matthew G. Springer, Chris Candelaria, Kirabo Jackson.

Professional Experience

2014-Present	<i>Tennessee Education Research Alliance</i> Graduate Research Assistant	Nashville, TN
2017	<i>RAND Corporation</i> Summer Research Associate	Washington, D.C.
2011-2014	<i>Basis Policy Research</i> Associate	Grand Rapids, MI

Research

Submitted Journal Publications

Doan, S., Schweig, J.S., & Mihaly, K. "The consistency of composite ratings of teacher effectiveness: Evidence from New Mexico." *Under revise and resubmit.*

Doan, S. & Springer, M.G. "Do unobserved student environmental characteristics prevent the unbiased estimation of teacher effects? Evidence from a twin study design." *Under revise and resubmit*.

Joshi, E.H., Doan, S., & Springer, M.G. "Student-teacher race congruence: New evidence and insight from Tennessee." *Under revise and resubmit*.

Rogers, L.K. & Doan, S. "The magnitude of student sorting for new-to-assignment teachers." *Under review*.

Conference Presentations

Doan, S. (Forthcoming 2018). *The predictive validity of at-scale teacher classroom observation scores*. Poster to be presented at the Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, Washington, D.C.

Doan, S., Schweig, J.S., & Mihaly, K. (March 2018). *The consistency of composite ratings of teacher effectiveness: Evidence from New Mexico*. Paper presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Portland, OR.

Springer, M.G. & Doan, S. (March 2017). *Do unobserved student environmental characteristics prevent the unbiased estimation of teacher effects? Evidence from a twin study design*. Paper presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Washington, D.C.

Patrick, S.K., Doan, S., & Rogers, L.K. (March 2017). *Teacher bias in ratings of student behavior and socio-emotional skills?* Paper to be presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Washington, D.C.

Springer, M.G., Joshi, E. & Doan, S. (March 2017). *Student-teacher race congruence: New evidence and insight from Tennessee*. Paper presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Washington, D.C.

Doan, S. (March 2016). *Are teachers' self-perceptions of instructional improvement predictive of evaluation score growth?* Paper presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Denver, CO.

Rogers, L.K. & Doan, S. (March 2016). *A primary disadvantage? The varying effects of teacher reassignment in the elementary grades*. Paper presented at the Association for Education Finance & Policy (AEFP) Annual Meeting, Denver, CO.

Book Chapters

Stuit, D.A. & Doan, S. (2013). *School choice regulations: Red tape or red herring?* Washington, DC: Thomas B. Fordham Institute.

Non-Refereed Publications

Whitehurst, G., Stuit, D.A., Graves, C. & Doan, S. (2013). *Measuring the influence of education advocacy: The case of Louisiana's school choice legislation*. Washington, DC: Brookings Institution.

Stuit, D.A. & Doan, S. (2013). *School choice regulations: Red tape or red herring?* Washington, DC: Thomas B. Fordham Institute.

Stuit, D.A. & Doan, S. (2012). *Beyond city limits: Expanding charter schools in rural America*. Washington, DC: National Alliance for Public Charter Schools.

Working Papers

Doan, S. & Rogers, L.K. *The effects of teacher reassignment on academic achievement: Evidence from Tennessee.*

Teaching

Spring 2017 Regression 1 (Doctoral Level)
Vanderbilt University
Teaching Assistant to Dr. Chris Candelaria

Honors

2014-Present *Vanderbilt University*
Graduate Honor Scholarship

2014-Present *Vanderbilt University*
Peabody Dean's Scholarship

Referee Service

American Educational Research Journal

Professional Associations

American Education Research Association

Association for Education Finance & Policy

Association for Public Policy Analysis & Management