

# Sy Doan

Department of Leadership, Policy, and Organizations

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Vanderbilt University  
Peabody College of Education and Human Development  
230 Appleton Place  
Nashville, TN 37203

Phone: (616) 283-8571  
Email: [sy.doan@vanderbilt.edu](mailto:sy.doan@vanderbilt.edu)  
Website: <https://doanqv.github.io/>

## Education

2019	<i>Vanderbilt University</i> Department of Leadership Policy & Organizations K-12 Educational Leadership & Policy Studies Doctoral Minor: Quantitative Methods	Ph.D.
Dissertation	<i>What do classroom observations tell us about student success? Capturing the impacts of teachers using at-scale classroom observation scores.</i> Committee: Dale Ballou (Chair), Matthew Springer, Chris Candelaria, Kirabo Jackson	
2011	<i>University of Notre Dame</i> English (Hons.), Political Science	B.A.

## 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

### *Journal Publications*

Joshi, E.H., Doan, S., & Springer, M.G. (Conditionally accepted). "Student-teacher race congruence: New evidence and insight from Tennessee." *AERA Open*.

### *Submitted Journal Publications*

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

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

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

### *Working Papers*

Doan, S. *The predictive validity of at-scale teacher classroom observation scores.*

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

### *Non-Refereed Publications*

Ballou, D., Canon, K., Ehlert, M., Wu, W.W., Doan, S., Taylor, L., & Springer, M.G. (2016). *Final Evaluation Report: Tennessee's strategic compensation programs findings on implementation and impact: 2010-2016*. Nashville, TN: Tennessee Education Research Alliance.

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.

### *Conference Presentations*

Doan, S. (Forthcoming). *The predictive validity of at-scale teacher classroom observation scores*. Poster to be presented at the 2018 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 socioemotional 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.

## Research Interests

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

## Teaching

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

2014-Present	<i>Vanderbilt University</i> Graduate Honor Scholarship
2014-Present	<i>Vanderbilt University</i> 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*