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EDLD 656.50: The Economics of Education

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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 656: ECONOMICS OF EDUCATION
SUMMER 2022
ONLINE
SYLLABUS

Course Overview

CLASS

Weekly Class Lectures Open each Tuesday and Friday at 2 p.m.
June 14 – July 15, 2022
Online

INSTRUCTOR

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REQUIRED READINGS

Lovenheim, M., & Turner, S. (2018). *Economics of education*. Worth. ISBN-13: 978-1-319-28220-2;
ISBN-10: 1-319-28220-2 (Electronic version is acceptable)

There will be additional readings throughout the course.

COURSE DESCRIPTION

Educational leaders are responsible for implementing federal, state, and local policies. Educational economics is a useful tool for understanding and predicting various educational phenomena resulting from these policies. Utilizing course content, small group discussions, and individual written assignments, students in this course will learn microeconomic theory, economic methods, and social science research methods providing a foundation for the analysis of education policy.

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COURSE OBJECTIVES

This course addresses, in an indirect manner, four major standards of the Montana PEPP Standards. At the heart of these standards are activities that “promote the success of all students”. If schools are going to assist in the success of all students, then educational leadership and the role of economics of education becomes a very important component for the analysis and evaluation of educational policy.

Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards and Professional Education Unit’s Conceptual Framework (Refer to Appendix B). As a result of the successful completion of the Economics of Education course, students will be able to:

<u>Standards Alignment</u>	<u>PEPPS</u>
1. Articulate why economists study education policy.	
2. Describe the structure and history of U.S. education markets.	
3. Distinguish between correlation and causation when interpreting econometrics.	(c)(ii)
4. Compare and contrast Human Capital Theory and the Signaling Model.	(c)(ii)
5. Critique the returns to educational investments.	(f)
6. Apply the microeconomics of production functions to education policy.	(c)(ii), (f)
7. Describe the four forms of efficiencies in exchange.	(c)(ii)
8. Understand the relationship between education inputs and outputs.	(c)(ii)
9. Analyze education policy using econometrics.	(d)(iii)
10. Critique education policy studies and reports.	(d)(iii)
11. Base education policy decisions using microeconomic data and principles.	(a)(ii), (iii), (iv)

Conceptual Framework

12. <i>Students will apply previous course content, outside reading, and personal experiences as they interact with the various economic methods and theories.</i>	CF1
13. <i>Students are expected to contribute to the learning community and successfully participate in a variety of group activities.</i>	CF2
14. <i>Students are required to adhere to the Department of Educational Leadership’s Professional Standards for Student Performance.</i>	CF3
15. <i>Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.</i>	CF3

EXPECTATIONS

Participation

Students enrolled in this course are expected to regularly and consistently participate in each class discussion in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to Professional Standards for Student Performance Appendix A.) Two points will be deducted each time a student fails to participate in the assigned group discussion per posting deadlines noted on page 6 of this syllabus. Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent.

Written Assignments

Written assignments will reflect the individual's original work and follow the style articulated in the Publication Manual of the American Psychological Association (APA) 7th Edition. References to works by other authors must be properly cited.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The [Student Conduct Code](#) is available for review online.

Article IV: Proscribed Academic Conduct

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. **It is recommended that you check your UMConnect mail account regularly.**

ONLINE EXPECTATIONS

UMOnline: Moodle

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory [course Moodle 101 for Students](#) can be accessed from your Moodle home page shell (at the bottom under “Tools for Success – Student Resources” or within the “Welcome” page of the course shell). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:

1. Welcome, Announcements, and Introductions
 2. Class Content (for each class)
 3. Assignments
 4. Optional Discussions and Questions
 5. Course Resources
 6. Course Syllabus
1. Welcome, Announcements, and Introductions
This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.
 - a. Class Introductions
This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.
 2. Class Content (for each class)
The Class Content area contains all of the necessary information needed to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Tuesday and Friday. For each class, there are three areas that you will need to access.
 - A. Overview provides a video discussing the content for the class.
 - B. PowerPoints will highlight important content from the reading as well as additional content pertinent to specific class topics. Successful completion of the assignments will require students to fully read and learn the assigned content.
 - C. Participation in Assigned Discussions will be required for each class. You will find the class discussion prompt and your assigned discussion group within the Assigned Group Discussion area.

It is important that you find your group’s discussion area for each class (by clicking on the discussion prompt forum) and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial discussion on Wednesday for the previous Tuesday’s prompt and then**

respond to your group's discussions By Thursday. For the Friday class prompt, initial postings will be due on Saturday and responses to your group's discussions by Monday. All discussion deadlines are at 2 p.m. Postings that occur after the 2 p.m. deadlines will result in reduced points.

	Initial Response by 2:00 p.m.	Response to Group Members by 2:00 p.m.
Tuesday's Class	Wednesday	Thursday
Friday's Class	Saturday	Monday

For each class, students will receive one of the following scores for their participation:

- a) 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)
- b) 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)
- c) 0 points for not participating

* Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

3. Assignments

This area contains four important areas pertaining to the course assignments.

A. Assignments and Due Dates

This area provides a listing of all assignments and their corresponding due date.

B. Assignment Exemplars

There are no assignment exemplars as this course has been redesigned with new assignment requirements.

C. Preparing Assignments to Submit

Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 11). All assignments must be an MSWord file.

1. Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and references. Leave the assessment rubric as part of your paper for completion during the grading process.

D. Assignment Submittal Areas

Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the

assignment name or file icon. Submit assignments (**with the correct naming format**) by clicking the dark “Add submission” button in the lower right hand corner of the assignment box.

4. Optional Discussions and Questions

There are two areas set aside for optional discussions. These areas are:

- A. Continued Class Discussion is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so that everyone has the opportunity to participate in the continued discussion.
- B. Optional Questions for Dr. McCaw is a discussion area where students can pose questions (specific to the topics for that class) to me. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response; otherwise, these questions are answered each Tuesday and Friday.

5. Course Resources

Provided resources address (a) the course content supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations), (d) educational journals, (e) economic websites and (f) economic journals.

6. Course Syllabus

This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

Class Readings

The required book will be read and discussed throughout this course. The assigned reading should be completed prior to viewing the Class PowerPoint Lecture and participating in the group discussions noted for each date. Not all chapters will be covered in the required book, so students may wish to read those chapters on their own to get a sense of the author’s complete work.

Needing Help.

If you encounter problems regarding the online portion of this course, please contact [UMOnline](#). There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Disability Services](#) for Students (DSS). “Reasonable” permits students with disabilities to compete on an equal footing with their peers at the University.

CLASS DATES AND TENTATIVE TOPICS:

Economics of Education

Read the pages noted for each class prior to that class.

Class	Date	Topics	Readings
1	June	14 Introductions and Course Overview	
2	June	17 Why Do Economists Study Education Policy The structure and History of Education Markets	Ch. 1 pp. 1-16 Ch. 2 pp. 18-40
3	June	21 Empirical Tools of Education Economics	Ch. 3 pp. 42-66
4	June	24 The Human Capital Model The Signaling Model New resource – view video before including in course https://www.youtube.com/watch?v=MvWnyUT7vPk	Ch. 4 pp. 68-85 Ch. 5 pp. 87-108
5	June	28 The Returns to Educational Investments The Education Production Function	Ch. 6 pp. 110-138 Ch. 7 pp. 140-158
6	July	1 The Financing of Local Public Schools (additional P-12 Funding Resources in the course shell) Human Capital and Signaling Analysis Paper Due	Ch. 8 pp. 160-186 Electronic
7	July	5 Educational Production and Distribution Efficiency <i>Efficiency and the Use of Private Markets to Produce and Distribute Educational Services</i> (Monk, 1990, Ch. 1) <i>Equity in the Distribution of Educational Resources</i> (Monk, 1990, Ch. 2)	Electronic Electronic
8	July	8 Relationship Between Education Inputs and Outcomes <i>For Students with a Higher Education Emphasis</i> Market Dimensions of Higher Education in the U.S.	Ch. 9 pp. 188-219 Ch. 13 pp. 312-350
9	July	12 School Choice Test-Based Accountability <i>For Students with a Higher Education Emphasis</i> Paying for College: Student Financial Aid Policies and Collegiate Enrollment Efficiency Exchange Analysis Paper Due	Ch. 10 pp. 221-253 Ch. 11 pp. 255-277 Ch. 14 pp. 352-390
10	July	15 Teacher Labor Markets <i>For Students with a Higher Education Emphasis</i> The Economics of College Life: Admissions, Peer Effects, and Graduation Application of Education Economics to Practice Paper Due	Ch. 12 pp. 278-310 Ch. 15 pp. 392-426
	July	20 Economics of Education Article Review	

ASSIGNMENT TITLE AND DUE DATE

Assignments due by 11:59 p.m. on the date noted below

1. Discussion Participation
2. Human Capital and Signaling Analysis (Due July 1)
3. Efficiency Exchange Analysis (Due July 12)
4. Application of Education Economics to Practice (Due July 15)
5. Economics of Education Article Review (Due July 20)

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description beginning on page 12. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment.

Grades will be determined by the following weighted formula:	Points
Discussion Participation	15%
Human Capital and Signaling Analysis	25%
Efficiency Exchange Analysis	25%
Application of Education Economics to Practice	10%
Economics of Education Article Review	25%

Course grades will be based upon a percentage of the total possible course points:

100-90% = A: 89-80% = B: 79-70% = C: 69-60% = D: 59% and below = F

FIELD EXPERIENCE

[Field Experience](#) is not a specific requirement of this course but rather a program requirement for superintendent licensure (field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to the Department's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a PK-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

You will be required to perform and document a minimum of 27 hours of field experience per required course in your superintendent licensure program. The field experience hours do not carry additional credits and must be completed prior to recommendation for licensure. These field experiences must align with the six Montana PEPP standards with a minimum of 20 hours related to each standard. More information is available on the [Field Experience](#) page under the [Student Resources](#) page.

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 6th or 7th Edition Format ([The Owl at Purdue](#))
 - a. **Double line spacing throughout**
 - b. Provide citation information when paraphrasing (author's last name, publication date)
 - i. Direct quotations require author, publication date, and page number
 - c. APA uses past tense for published works
 - d. APA uses the Oxford comma (comma before the word "and" in a series)
 - e. Page number noted in the heading (top right hand corner- format provided in the assignment template)
 - f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.
 - g. When citing works with three or more authors:
 - i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.
 - (Kernis et al., 1993)
 - Kernis et al. (1993) suggested ...
 - ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.
 - h. References: Follow the format used in this syllabus for references (p. 21).
 - i. References title centered with bold upper and lower case
 - ii. Reference format is hanging indent, double spaced, no extra space between references
 - iii. When citing class PPT content, use:
In References:
 McCaw, W. P. (2022, Summer). Economics of Education [PowerPoint slides]. University of Montana.
<https://moodle.umat.edu/course/view.php?id=53289>

In Text:
 (McCaw, 2022, Class #, Slide #)
3. Utilize the provided assignment templates on all assignments including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell)

SUBMITTING ASSIGNMENTS

Submit assignments as a MSWord file and only through Moodle in the "Assignments" area. Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon.

Submit assignments (with the correct naming format) by clicking the dark “Add submission” button in the lower right-hand corner of the assignment box.

Using Assignment Templates

Assignments must use the assignment templates which are located in the Moodle course shell within “Assignments” and can be downloaded as a MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment as feedback will be provided using the rubric. **You need to add your name and student number to the cover page, and then rename the file using the format and names noted below.**

Save your documents using the format, assignment names, and spacing listed below.

Please follow the provided format and spell each assignment as it is in the example. Color has been provided only to clarify the three components of **course and semester**, **assignment**, and **student name**; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example for the student Jerri Smith.

EDLD 656 Su22 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:

EDLD 656 Su22 HC&SA Smith J

EDLD 656 Su22 Eff Exch Smith J

EDLD 656 Su22 Econ App Smith J

EDLD 656 Su22 Econ Art Rev Smith J

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

Human Capital and Signaling Analysis

This assignment calls for an analysis by comparing and contrasting two important economic models. In education economics, Human Capital focuses on the skills and attributes an individual gains through education that have value in the labor market; whereas, the Signaling model recognizes education as a signal of unobserved characteristics. These models are important when examining the social return to secondary schooling. Content for this paper is contained in Chapters 4 and 5 in the course text as well as the article: [Human Capital vs. Signaling Explanation for Wages](#) (Weiss, 1995). In the first section, sufficiently describe each model noting their defining characteristics and critique each by noting their strengths and weaknesses. The second section compares and contrasts (critiques) these models. The final section addresses your preferred hiring strategy: Human Capital Theory or Signaling. **This assignment has a 5-page limit** excluding cover page, assessment rubric, and references.

Assessment Rubric: Human Capital and Signaling Analysis

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	25 PTS
Description of Human Capital and Signaling	4 Points Both human capital and signaling described in a manner demonstrating a thorough understanding of each	3 Points Either human capital or signaling described in a manner demonstrating a basic understanding	2-0 Points Either human capital or signaling described in a manner demonstrating less than a basic understanding	
Critique of Human Capital and Signaling Models	6 POINTS Both strengths and weaknesses of each model provided demonstrating a complete understanding	5 POINTS Strengths and weaknesses of each model noted in a manner demonstrating a basic understanding	4-0 POINTS Strengths and/or weaknesses missing and/or noted in a cursory manner	
Compare and contrast Human Capital and Signaling	6 POINTS Comparison and contrast articulates a clear connection and separation of the models	5 POINTS Comparison and contrast provided but in a less than clear manner or very brief	4-0 POINTS Either comparison or contrast not provided and/or provided in a cursory manner	
Preferred Hiring Strategy: Human Capital Theory or Signaling	6 POINTS A strong justification, supported with scholarly citations, for the preferred strategy provided	5 POINTS A basic justification for the preferred strategy provided	4-0 POINTS A weak case for the preferred strategy provided	
Mechanics	3 POINTS APA format followed and mechanical errors do not detract from the paper	2 POINTS APA format somewhat followed with minimal mechanical errors beginning to detract from the paper	1-0 POINTS Numerous grammatical and/or spelling errors and/or does not follow APA	

Efficiency Exchange Analysis

Monk (1990) recognized four forms of efficiency in exchange (Utilitarianism, Pareto Standard, Modified Pareto Standard, and Rawls' Difference Principle). Define each form of efficiency comparing and contrasting where appropriate. Provide examples of each form and then justify the form of efficiency you feel is the best for public education. Your paper should include (a) an introduction, (b) a description of each form of efficiency in exchange including examples in education, (c) a comparison and contrasting of at least two forms of efficiency, and (d) a justification of which form of efficiency in exchange you feel is best for education. **This assignment has a 5-page limit** excluding cover page, assessment rubric, and references.

Assessment Rubric: Efficiency Exchange Analysis

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	25 PTS
Forms of Efficiency in Exchange Described Including Educational Examples	8 POINTS All four forms of efficiency in exchange thoroughly described and realistic examples of each provided	7-6 POINTS All four forms of efficiency are described at a basic level and examples for each provided	5-0 POINTS One or more forms of efficiency are not described and/or examples provided are unrealistic	
Compare and Contrast of the Efficiencies Exchange Forms	7 POINTS All four forms of efficiency in exchange are compared and contrasted in detail	6 POINTS Two to three forms of efficiency in exchange are compared and contrasted	5-0 POINTS Forms of efficiency in exchange are either not compared and contrasted or done so in a cursory manner	
Best Form of Efficiency in Exchange for Education	7 POINTS A strong argument, with supporting citations, is provided for the best efficiency in exchange form for public education	6 POINTS A basic argument is provided for the best efficiency in exchange form for public education	5-0 POINTS A weak argument is provided for the best efficiency in exchange form for public education	
Mechanics	3 POINTS APA format followed and mechanical errors do not detract from the paper	2 POINTS APA format somewhat followed with minimal mechanical beginning to detract from the paper	1-0 POINTS Numerous grammatical and/or spelling errors and/or does not follow APA	

Application of Economics of Education to Practice

This short paper (2 double spaced pages), written in the first-person voice, requires an articulation how an educational leader can use and apply educational economic concepts to improve an organization. The assignment calls for the general application of education economics as an educational leader. **This assignment has a 2-page limit** excluding cover page, assessment rubric and references.

Assessment Rubric: Application of Economics of Education to Practice

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	10 PTS
Educational Economic Concept Explained	4 POINTS A thorough explanation provided demonstrating a solid understanding of the importance and use of educational economics	3 POINTS An explanation provided demonstrating a basic understanding of the importance and use of educational economics	2-0 POINTS An explanation provided demonstrating a less than basic understanding of the importance and/or use of educational economics	
Application as an Educational Leader	4 POINTS The application is unique and appropriate demonstrating a comprehensive understanding of the importance and use of educational economics	3 POINTS The application is realistic and appropriate demonstrating an understanding of the use of educational economics	2-0 POINTS The application is not realistic and/or does not demonstrate an understanding of the use of educational economics	
Mechanics		2 POINTS Mechanical errors do not detract from the paper	1-0 POINTS Numerous grammatical and/or spelling errors	

Economics of Education Article Review

This assignment requires you to obtain and review an economics article reporting quantitative research on an educational economic topic you choose. The “Corse Resources” has economic websites and journal resources that you can utilize in selecting the education economic article for review. The review must be your original work and not something taken from another review. You will need to provide an electronic link to the article. In addition, the assignment needs to contain (a) an overview summarizing the research question, (b) brief explanation of the research methods including data used in the analysis and whether causality was established, and finally, (c) findings and policy implications. **This assignment has a 5 page limit** excluding cover page, assessment rubric, and references.

The following questions can guide your understanding of each criteria. These questions will also determine if the article/report chosen contains the necessary components.

Overview

- What are the main research question(s), methods, and findings? (Do not restate the abstract.)

Research Methods

- What analysis was used?
- What was the variable of interest?
- Did the methods seek to determine causality? Do you agree?

Findings and Policy Implications

- What were the findings and do you agree with them?
- How can these findings inform policy?

Assessment Rubric: Economics of Education Article Review

	EXEMPLARY	ADEQUATE	NOT ADEQUATE	25 PTS
Electronic copy of the Article		2 POINTS Electronic copy provided	0 POINTS Electronic copy not provided	
Article Overview	6 POINTS Strong overview of the main research question(s), methods, and findings	5 POINTS Basic overview addresses research questions, methods, and findings	4-0 POINTS Overview does not include the main research question(s), and/or methods, and/or findings	
Research Methods	8 POINTS Analysis is strong in all areas noting the type of methods used, variables examined, and whether causality or a relationship is claimed	7-6 POINTS Basic analysis presented for the type of methods used, variables examined, and whether causality or a relationship is claimed	5-0 POINTS Weak analysis presented for the type of methods used, variables examined, and whether causality or a relationship is claimed	
Findings and Policy Implications	6 POINTS Findings thoroughly described with strong policy implications	5 POINTS Findings described with realistic policy implications	4-0 POINTS Findings weakly described and/or with questionable policy implications	
Mechanics	3 POINTS APA format followed and mechanical errors do not detract from the paper	2 POINTS APA format somewhat followed with minimal mechanical errors	1-0 POINTS Numerous grammatical and/or spelling errors and/or does not follow APA	

Appendix A

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration
2. Accept responsibility and accountability for class assignments in their role as members of the class
3. Demonstrate growth during the period of their graduate career
4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
5. Demonstrate imagination and originality in the discussion of educational leadership issues
6. Understand the relationship between theory and practice and the value of reflective leadership
7. Demonstrate a moral, humanistic, ethical and caring attitude toward others
8. Demonstrate an ability to build trust and positive relationships with others
9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
11. Demonstrate an ability to express himself/herself well in speech and writing, and
12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B

Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1 Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2 Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3 Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of the University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional

accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education Mission

The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership.

Montana Professional Educator Preparation Program Standards (PEPPS)

[10.58.705](#) School Principals, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change

theory, and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaptation;

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and

(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

(i) ensure a system of accountability for every student's academic, social, and emotional success;

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;

(iii) safeguard the values of democracy, equity, and diversity; and

(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

Appendix C

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