

# Sy Doan

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## Education

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

## Professional Experience

2019-Present	<i>RAND Corporation</i> Associate Policy Researcher	Washington, D.C.
2014-2019	<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*

Cormas, P.C., Gould, G., Nicholson, K., Frederick, K.C., & Doan, S (2021). A professional development framework for education science faculty that improves student learning. *Bioscience*, 7(9), 942-952.

Rogers, L.K. & Doan, S. (2020). The magnitude of student sorting for new-to-assignment teachers. *The Elementary School Journal*, 120(2), 347-371.

Doan, S., Schweig, J.D., & Mihaly, K. (2019). The consistency of composite ratings of teacher effectiveness: Evidence from New Mexico. *American Educational Research Journal*, 56(6), 2116-2146.

Joshi, E.H., Doan, S., & Springer, M.G. (2018). Student-teacher race congruence: New evidence and insight from Tennessee. *AERA Open*, 4(4).

## Reports & Research Briefs

Woo, A., Wolfe, R.L., Steiner, E.D., Doan, S., Lawrence, R.A., Berdie, L., Gittens, A.D., & Schwartz, H.L. (2022). *Walking a fine line - educators' views on politicized topics in schooling: Findings from the State of the American Teacher and State of the American Principal Surveys*. Santa Monica, CA: RAND. RR-A1108-5.

Steiner, E.D., Doan, S., Woo, A., Gittens, A.D., Lawrence, R.A., Berdie, L., Wolfe, R.L., Greer, L., & Schwartz, H.L. (2022). *Restoring teacher and principal well-being is an essential step for rebuilding schools: Findings from the State of the American Teacher and State of the American Principal Surveys*. Santa Monica, CA: RAND. RR-A1108-4.

Doan, S., Diliberti, M.K., & Grant, D. (2022). *Measuring school poverty matters, but how should we measure it? Comparing results of survey analyses conducted using various measures of school poverty*. Santa Monica, CA: RAND.

Doan, S., Kaufman, J.H., Woo, A., Prado Tuma, A., Diliberti, M.K., & Lee, S. (2022). *How states are creating conditions for use of high-quality instructional materials in K-12 classrooms: Findings from the 2021 American Instructional Resources Survey*. Santa Monica, CA: RAND. RR-A134-13.

Woo, A., Lawrence, R.A., Doan, S., & Kaufman, J.H. (2022). *A snapshot of anti-bias education in U.S. K-12 schools: Findings from the 2021 American Instructional Resources Surveys*. Santa Monica, CA: RAND. RR-A134-12.

Doan, S., Schwartz, H.L., Lawrence, R.A., & Karoly, L.A. (2022). *Evaluation of Delaware's Opportunity Funding and Student Success Block Grant programs: Second year*. Santa Monica, CA: RAND. RR-A230-2.

Fernandez, M., Doan, S., & Steiner, E.D. (2021). *Use, capture, and value of student voice in schools: Findings from the 2021 Learn Together Surveys*. Santa Monica, CA: RAND. RR-A827-4.

Young, C.J., Doan, S., Grant, D.M., Greer, L., Fernandez, M., Steiner, E.D. & Strawn M. (2021). *Learn Together Surveys: 2021 technical documentation and survey results*. Santa Monica, CA: RAND. RR-A827-2.

Doan, S., Greer, L., & Steiner, E.D. (2021). *Identifying supports for struggling students: Findings from the 2021 Learn Together Surveys*. Santa Monica, CA: RAND. RR-A827-3.

Doan, S., Fernandez, M., Grant, D.M., Kaufman, J.H., Setodji, C.M., Snoke, J., Strawn, M. & Young, C.J. (2021). *American Instructional Resources Survey: 2021 technical documentation and survey results*. Santa Monica, CA: RAND. RR-A134-10.

Kaufman, J.H., Doan, S. & Fernandez, M. (2021). *The rise of standards-aligned materials for U.S. K-12 mathematics and English language arts instruction*. Santa Monica, CA: RAND. RR-A134-11.

Wang, E.L., Kaufman, K.H., Prado Tuma, A., Lawrence, R.A., Doan, S. & Henry, D. (2021). *Supporting principals to lead on the selection and use of instructional materials in the classroom*. Santa Monica, CA: RAND. RB-A134-1.

Tosh, K., Woo, A., & Doan, S. (2021). *Did experience with digital instructional materials help teachers implement remote learning during the COVID-19 pandemic?.* Santa Monica, CA: RAND. RR-A134-8.

Doan, S. & Lucero, A. (2021). *Changing the subject: K-12 teachers' use of and access to science-specific instructional materials, feedback, and professional learning?.* Santa Monica, CA: RAND. RR-A134-7.

Stelitano, L., Diliberti, M., & Doan, S. (2021). *Teachers' lesson modifications for students with disabilities: Findings from the 2020 American Instructional Resources Survey*. Santa Monica, CA: RAND. RR-A134-6.

Prado Tuma, A., Doan, S., & Lawrence, R.A. (2021). *Do teachers perceive that their main instructional materials meet English learners' needs?: Key findings from the 2020 American Instructional Resources Survey*. Santa Monica, CA: RAND. RR-A134-5.

Doan, S., Schwartz H.L., Henry, D., & Karoly, L.A. (2021). *Evaluation of Delaware's Opportunity Funding and Student Success Block Grant programs: Early implementation*. Santa Monica, CA: RAND. RR-A230-1.

Doan, S., Mihaly, K., & McCaffrey, D. (2020). Relationships between teaching practices and student outcomes, in *Global Teaching InSights: A video study of teaching*, OECD Publishing, Paris.

Stelitano, L., Doan, S., L., Woo, A., Diliberti, M., & Henry, D. (2020). *The digital divide and COVID-19: teachers' perceptions of inequities in students' internet access and participation in remote learning*. Santa Monica, CA: RAND. RR-A134-3.

Doan, S., Henry, D., Grant, D.M., Kaufman, J.H., Lawrence, R.A, Prado Tuma, A, Setodji, C.M., Stelitano, L., Woo, A., & Young, C.J. (2020). *American Instructional Resources Surveys: 2020 technical documentation and survey results*. Santa Monica, CA: RAND. RR-A134-4.

Kaufman, J.H., Doan, S., Henry, D., Prado Tuma, A, Woo, A., & Lawrence, R.A (2020). *How instructional materials are used and supported in U.S. K-12 classrooms: Findings from the 2019 American Instructional Resources Survey*. Santa Monica, CA: RAND. RR-A134-1.

Gates, S.M., Kaufman, J.H., Doan, S., Prado Tuma, A, & Kim, D. (2020). *Taking stock of principal pipelines: What public school districts report doing and what they want to do to improve school leadership*. Santa Monica, CA: RAND. RR-A274-1.

Tosh, K., Doan, S., Woo, A., & Henry, D. (2020). *Digital instructional materials: What are teachers using and what barriers exist?*. Santa Monica, CA: RAND. RR-2575/17.

Stelitano, L., Doan, S., Lawrence, R.A., & Henry, D. (2020). *Teachers' use of intervention programs: Who uses them and how context matters*. Santa Monica, CA: RAND. RR-2575/16.

Prado Tuma, A., Doan, S., Lawrence, R.A., Henry, D., Kaufman, J.H., Setodji, C.M., Grant, D.M., & Young, C.J. (2020). *American Institutional Resources Surveys: 2019 technical documentation and survey results*. Santa Monica, CA: RAND. RR-4402.

Doan, S. (2019). *Beyond achievement: How teachers affect outcomes other than test scores*. Santa Monica, CA: RAND. RR-4312/6.

Doan, S. & Rogers, L.K. (2019). *Comparing the effectiveness of early and upper elementary teachers in Tennessee: A research brief on strengthening Tennessee's education labor market*. Nashville, TN: Tennessee Education Research Alliance.

Smith, R. & Doan, S. (2018). *Trends in teacher job satisfaction: A Tennessee Educator Survey snapshot*. Nashville, TN: Tennessee Education Research Alliance.

Smith, R. & Doan, S. (2018). *Trends in teacher hiring: A Tennessee Educator Survey snapshot*. Nashville, TN: Tennessee Education Research Alliance.

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.

## Presentations

Doan, S. (October 2022). *Measuring school poverty matters, but how should we measure it? Comparing results of survey analyses conducted using various measures of school poverty.* Presentation at the CCSSO 2022 Fall Convening.

Kaufman, J.H., Doan, S., & Hirsch, E. (October 2021). *The rise of standards-aligned materials for English language arts and math instruction.* Webinar. RAND Corporation.

Doan, S. (November 2018). *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.

## Teaching

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

## Honors

2014-2019      *Vanderbilt University*  
Graduate Honor Scholarship

2014-2019      *Vanderbilt University*  
Peabody Dean's Scholarship

## Referee Service

*American Educational Research Journal, Educational Researcher, Education Policy Analysis Archives*

## Professional Associations

*American Education Research Association, Association for Education Finance & Policy, Association for Public Policy Analysis & Management*