



FROM THE **field**

A QUICK GLIMPSE AT RECENT RESEARCH AND RESOURCES



CLOSING THE GAP

"The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools"

Teacher Policy Research, May 2008

This research paper explores how teacher qualifications and student achievement gains have changed in New York City schools between 2000 and 2005. The authors found that the new teacher qualifications increased, and the achievement gap between students in high-poverty and low-poverty schools decreased.

<http://snipurl.com/6q4b0>

TECH TALK

"Empowering teachers: A professional and collaborative approach"

State Educational Technology Directors Association, November 2008

After establishing the importance of ongoing, high-quality professional development, this report outlines the role of technology in supporting effective educator learning. The authors profile several successful programs and models and also describe the role of a technology coach/mentor in such learning opportunities. The report covers several barriers to sustainable professional development and concludes with recommendations.

www.setda.org/web/guest/2020/professional-development



TEACHERS MATTER

Center for Data-Driven Reform in Education

Johns Hopkins University

Teachers have a greater impact than new textbooks or computers when it comes to raising math and reading scores, according to research from the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education. In studies of reading and math programs, researchers found that changing daily teaching practices did more for student achievement than simply using new textbooks or adding computers to the mix. The Center for Data-Driven Reform in Education is conducting one of the largest research review projects ever undertaken to increase the use of evidence in education to improve student achievement.

www.bestevidence.org/



FOCUS ON PEOPLE

"Strategic management of human capital: A cross-case analysis of five districts"

Strategic Management of Human Capital, a project of the Consortium for Policy Research in Education, October 2008

This research represents a comprehensive examination of human capital management in five selected districts: Boston, New York City, Chicago, Long Beach, and Fairfax County. The case studies examined cover multiple aspects of human capital management, including teacher and principal recruitment, selection, and placement; induction and mentoring; professional development; performance management (evaluation); and compensation. Five key findings summarize significant insights for school systems, particularly for human resource processes and strategies.

www.smhc-cpre.org/resources/



TEACHER LEADERS

“Teacher leadership in high schools: How principals encourage it, how teachers practice it”

Institute for Educational Leadership

Through examination of schools with some evidence of teacher leadership, this study confirms the potential of teacher leadership for improving schools. The research investigates the role of the principal in fostering teacher leadership and the types of leadership a teacher can enact in a system. The report concludes with questions for further discussion about policies that support developing this important leadership resource.

www.iel.org/pubs/metlife_teacher_report.pdf

HIGH-NEEDS SCHOOLS

“A mission of the heart: What does it take to transform a school?”

Prepared for The Wallace Foundation by Public Agenda, Spring 2008

Based on interviews with principals and system leaders in high-needs schools, the goal of this qualitative study was to explore what makes an effective leader in a high-needs school, and how to attract, train, retain, and support more effective leaders. The report lists 12 insights about leaders and leadership.

www.publicagenda.org/files/pdf/missionheart.pdf



FOLLOW THE MONEY



“Examining context and challenges in measuring investment in professional development: A case study of six school districts in the Southwest region”

Regional Educational Laboratory at Edvance Research, September 2008

As districts are being held accountable for student and educator performance, knowledge about expenditures on professional development becomes a critical aspect of making connections between improvement efforts and student outcomes. This research summary explores the difficulties of measuring such expenditures and outlines a

promising strategy for the future: using online data systems.

www.edvanceresearch.com/pdf/REL_SW_Measuring_PD.pdf

FROM THE BUSINESS WORLD

“Can you measure leadership?”

MIT Sloan Management Review, Oct. 1, 2008

In addition to recruiting talented leaders and creating leadership development programs, organizations must also develop and use metrics for measuring the effectiveness of their leaders. Such metrics will need to go beyond standard measures that many human resource departments already employ, such as those that examine hours of training or other easily quantifiable activities. Creating a measurement-minded standard of leadership isn't simple, but that doesn't mean it is impossible or that this task can be neglected.

<http://snipurl.com/bpfd8>

“Lessons learned”

Wall Street Journal, Dec. 14, 2008

The training that workers undergo in industry and manufacturing is just as likely to go unused as much of the professional development that teachers experience. However, change in the workplace is possible with the use of specific strategies for following up learning experiences. Three strategies covered in this article are help from peers, supportive leadership, and access to experts.

<http://snipurl.com/8uox8>

