

## EDUCATION RESOURCES

### AERA webcasts

*American Education Research Association*

The American Education Research Association (AERA) web site hosts a wide variety of resources for educators and soon-to-be educators, including publications, webcasts,

fellowship and grant information, and links to other research associations. AERA seeks to improve education through promoting educational research, sharing information,

and encouraging real-world, practical application of inquiry results. Twelve divisions within AERA address specific areas of interest, including teacher education, administration, human development, and educational policy and politics. Webcasts include lectures and addresses by Lauren Resnick, Linda Darling-Hammond, Deborah Loewenberg Ball, and Stephen Raudenbush.

[www.aera.net/Default.aspx?id=6112](http://www.aera.net/Default.aspx?id=6112)



### KEEPING GOOD TEACHERS

**“What keeps good teachers in the classroom”**  
*Teachers Network, the Center for Teaching Quality, and the Ford Foundation, December 2009*

Professional collaboration, supportive networks, and strong leadership and professional development are valuable elements in producing quality teaching and teacher retention — and teachers’ positive impressions of their work. A majority of the more than 1,200 teachers who participated in a national survey reported that opportunities to collaborate with colleagues strengthened their feeling of effectiveness, enhanced their teaching skills, and improved their teaching experience. In fact, colleagues’ support was the only school culture factor found to affect teachers’ expressed plans to remain in the classroom. Survey results and a documentary video are available on the web site.

[www.teachersnetwork.org/keepinggoodteachers](http://www.teachersnetwork.org/keepinggoodteachers)



### THE PEOPLE FACTOR

**“Taking human capital seriously: Talented teachers in every classroom, talented principals in every school”**

*Strategic Management of Human Capital, November 2009*

Based on the premise that quality teachers and principals are essential to successful education reform, this report urges reconsidering and reprioritizing the people side of efforts to improve student success and close the achievement gap. Recruiting and retaining effective educators and administrators by aligning school district academic goals with district-level structures and practices can have a powerful impact on student success. The report lays out 20 state and local policy recommendations and six general principles for finding and keeping effective teachers and principals with strong leadership skills.

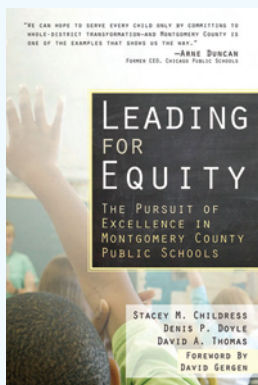
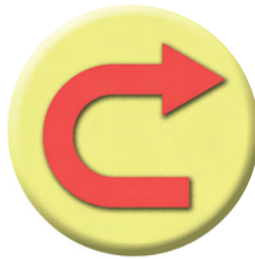
[www.smhc-cpre.org/resources/](http://www.smhc-cpre.org/resources/)



## SCHOOL TURNAROUND

### "Competencies for turnaround success" *Public Impact, June 2008*

The Competencies for Turnaround Success Series offers school districts four resources to help find and hire teachers and leaders who can help move schools from failure to success. Such turnaround requires strong leadership and staff collaboration, and the guides help district officials identify and understand the traits research has found to be most effective in accomplishing this goal. Two guides, one for leaders and one for teachers, outline the competencies and provide examples and resources. The leaders' guide also includes a detailed competency scale. Two companion tool kits provide questions, interview tips, information about competency levels, and scoring rubrics.  
<http://publicimpact.com/act-strategically-when-schools-fail/competencies-for-turnaround-success>



## POSITIVE TRANSFORMATION

### "Leading for equity: The pursuit of excellence in Montgomery County Public Schools" *Montgomery County Public Schools, 2009*

A book and several case studies by Harvard University researchers draw on one school district's success story to provide a road map for other schools seeking to achieve educational reform. Montgomery County Schools (Maryland) used a differentiated treatment approach — allocating resources to and maintaining a focus on the district's struggling schools — to improve not only student achievement but also the professional development of staff, teachers, and principals.

Districtwide curricular changes, teacher training, and new support programs ultimately resulted in a positive turnaround.

[www.montgomeryschoolsmd.org/leadingforequity/](http://www.montgomeryschoolsmd.org/leadingforequity/)

## VALUABLE DATA

### "The value of value-added data" *The Education Trust, November 2009*

Value-added data provide diagnostic information about the performance of students, teachers, schools, and districts. Monitoring and analyzing student achievement and teacher impact can offer opportunities for changing classroom practices and providing more focused professional development. Assessments of value-added data provide a framework for developing targeted professional development, ensuring that teachers use effective information and methods and that training focuses on each teacher's specific needs.

[www.edtrust.org/dc/publication/the-value-of-value-added-data](http://www.edtrust.org/dc/publication/the-value-of-value-added-data)



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