

Involuntary Teacher Transfers And Student Achievement

Teachers can shape their students' educational careers. Research shows that children taught by different teachers often experience very different educational outcomes. This begs the questions: how are teachers assigned to schools in different countries? The concept of school turnaround—rapidly improving schools and increasing student achievement outcomes in a short period of time—has become politicized despite the relative newness of the idea. Unprecedented funding levels for school improvement combined with few examples of schools substantially increasing student achievement outcomes has resulted in doubt about whether or not turnaround is achievable. Skeptics have enumerated a number of reasons to abandon school turnaround at this early juncture. This book is the first in a new series on school turnaround and reform intended to spur ongoing dialogue among and between researchers, policymakers, and practitioners on improving the lowest-performing schools and the systems in which they operate. The “turnaround challenge” remains salient regardless of what we call it. We must improve the nation’s lowest-performing schools for many moral, social, and economic reasons. In this first book, education researchers and scholars have identified a number of myths that have inhibited our ability to successfully turn schools around. Our intention is not to suggest that if these myths are addressed school turnaround will always be achieved. Business and other literatures outside of education make it clear that turnaround is, at best, difficult work. However, for a number of reasons, we in education have developed policies and practices that are often antithetical to turnaround. Indeed, we are making already challenging work harder. The myths identified in this book suggest that we still struggle to define or understand what we mean by turnaround or how best, or even adequately, measure whether it has been achieved. Moreover, it is clear that there are a number of factors limiting how effectively we structure and support low-performing schools both systemically and locally. And we have done a rather poor job of effectively leveraging human resources to raise student achievement and improve organizational outcomes. We anticipate this book having wide appeal for researchers, policymakers, and practitioners in consideration of how to support these schools taking into account context, root causes of low-performance, and the complex work to ensure their opportunity to be successful. Too frequently we have expected these schools to turn themselves around while failing to assist them with the vision and supports to realize meaningful, lasting organizational change. The myths identified and debunked in this book potentially illustrate a way forward.

When New York City mayor Michael Bloomberg centralized control of the city's schools in 2002, he terminated the city's 32-year experiment with decentralized school control dubbed by the mayor and the media as the Bad Old Days. Decentralization grew out of the community control movement of the 1960s, which was itself a response to the bad old days of central control of a school system that was increasingly segregated and unequal. In this probing historical account, Heather Lewis draws on new archival sources and oral histories to argue that the community control movement did influence school improvement, in particular African American and Puerto Rican communities in the 1970s and 80s. Lewis shows how educators with unique insights into the relationships between the schools and the communities they served enabled meaningful change, with a focus on instructional improvement and equity that would be familiar to many observers of contemporary education reform. With a resurgence of local organizing and potential challenges to mayoral control, this informative history will be important reading for today's educational and community leaders.

Fighting to Save Our Urban Schools-- and Winning!

Lessons from Houston

Hearings, Reports and Prints of the Senate Select Committee on Equal Educational Opportunity

Labor Arbitration Awards

Hearings, Ninety-second Congress, Second Session ...

Hearings, Ninety-first Congress, Second Session [and Ninety-second Congress, First Session].

Labor Relations in the Public Sector

Strategic Involuntary Teacher Transfers and Teacher Performance Examining Equity and Efficiency

This encyclopedia contains over 300 entries alphabetically arranged for straightforward use by scholars and general readers alike. Thompson, assisted by a network of contributors and consultants, provides a comprehensive and systematic collection of designated entries that describe, in detail, important diversity and social justice themes.

Combustion or burning is an exothermic reaction between a substance and a gas to release heat. Combustion normally occurs in oxygen (often in the form of gaseous O₂) to form oxides. However, combustion can also take place in other gases like chlorine. The products of such reactions usually include water (H₂O) as well as carbon monoxide (CO) or carbon dioxide (CO₂), or both. Other by-products, such as partially reacted fuel and elemental carbon (C), may generate visible smoke and soot. This book presents leading research from around the world in this frontal field.

Hopes on the Line

JSL Vol 27-N5

Resources in Education

The Newark Teacher Strikes

Involuntary Teacher Transfers

Dividing Classes

Teacher Selection and Interview Portfolios

During the mid-to-late 20th Century, education law emerged as a distinct area of practice and scholarship in the United States. Attorneys began to develop specialties in school districts, students, parents, and teachers, while law schools and colleges of education started to offer courses about the legal regulation of K-12 public schools. Common law governing schools grew rapidly, and developed in a manner that often treated public schools differently from other governmental entities. Now, law schools and colleges of education regularly offer an education law course. Many states' school administrator certificates require some familiarity with education law. The scholarly field of education law is rich and deep. Attorneys play a key role in education policy, as do state and federal legislatures and regulatory agencies. The issues range from school funding to support for learners; from racial equality to teachers' labor laws; from student privacy to school choice. Addressing those issues and more, *The Oxford Handbook of U.S. Education Law* provides a comprehensive overview of the current state of K-12 education law in the United States. A number of foundational chapters present a synthesis of general areas of education law. Each chapter seeks an introduction. Dozens of other chapters build on those foundations, diving into various topics in a nuanced, yet accessible, way, creating value for those who seek to reframe their knowledge about a specific issue. Throughout the volume and especially in the last section, the authors also look to the future and thus help shape the field. *The Teacher Follow-up Survey (TFS)* is a one-year follow-up of a sample of approximately 8,400 teachers who were originally selected for the teacher component in the *Staffing Survey (SASS)*. This report examines the characteristics of teachers who left the teaching profession between the 1999-2000 and 2000-01 school years (leavers), teachers who continued teaching but changed schools (movers), and teachers who continued teaching in the same school in 2000-01 (stayers).

(Originally Published in 2007 by Symposium Books) This book seeks to raise the discussion of globalisation's effects on teacher education, development and work, and on educational institutions, to a more theoretical and analytical level, and to provide specific examples in the comparative tradition to illustrate teacher policy in the context of educational reform amidst widespread variability and complexity. The contributors critically analyse current arrangements in teacher education, development and work, and highlight the forces that shape the contested terrain, the sources of conflict and convergence, and the implication of these for teaching and learning, and for indigenous forms of knowledge and knowledge in the globalisation era.

The Fourth Way

Reinventing Public Education

Reforming Teaching Globally

Results from the Teacher Follow-up Survey, 2000-01

How the Middle Class Negotiates and Rationalizes School Advantage

Hamilton Project Ideas on Income Security, Education, and Taxes

The Inspiring Future for Educational Change

Measuring the impact of the Chicago Teachers Union on public education in Chicago

Almost fifty years after *Brown v. Board of Education*, a wealth of research shows that minority students continue to receive an unequal education. At the heart of this inequality is a complex and often conflicted relationship between teachers and civil rights activists, examined fully for the first time in *Jonna Perrillo's Uncivil Rights*, which traces the tensions between the two groups in New York City from the Great Depression to the present. While movements for teachers' rights and civil rights were not always in conflict, Perrillo uncovers the ways they have become so, brought about both by teachers who have come to see civil rights efforts as detracting from or competing with their own goals and by civil rights activists whose aims have de-professionalized the role of the educator. Focusing in particular on unionized teachers, Perrillo finds a new vantage point from which to examine the relationship between school and community, showing how in this struggle, educators, activists, and especially our students have lost out.

Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education, the Handbook is specifically designed to make important, vital scholarship accessible to mathematics education professors, graduate students, educational researchers, staff development directors, curriculum supervisors, and teachers. The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well-established conceptual, historical, theoretical, and methodological perspectives. It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook's twenty-nine chapters are complete resources for both current and past work in that particular area.

Uncivil Rights

School Busing

Enduring Myths That Inhibit School Turnaround

Encyclopedia of Diversity and Social Justice

Community Control and Its Legacy

A Resource for School Administrators, School Attorneys, School Nurses

Equal Educational Opportunity

Since its launch in 2006, the Hamilton Project at Brookings has produced extensive research on how to create a growing economy that benefits all Americans. Its pragmatic work aims to increase opportunities for broad-based wealth, economic security, and enduring growth. Path to Prosperity, the first book to emerge from the Hamilton Project, presents important and original work to that end. Path to Prosperity focuses on three key criteria for fostering broadly shared economic growth: enhancing economic security, building a highly skilled work force, and reforming the tax system. Income security proposals offer methods for reforming unemployment insurance, protecting against the risk of reemployment at a lower wage after job loss, and improving incentives for retirement saving. Education proposals build human capital by improving each level of education, from preschool programs for poor children to graduate fellowships in math and science. The tax proposals seek to make taxation simpler, more progressive, and better suited to a global economy. Contributors include Roger C. Altman, Reuven S. Avi-Yonah, Jason E. Bordoff, Kimberly A. Clausing, Susan M. Dynarski, Molly E. Fifer, Richard B. Freeman, Jason Furman, William G. Gale, Austan Goolsbee, Robert Gordon, Jonathan Gruber, Thomas J. Kane, Lori Kletzer, Jeffrey R. Kling, Alan B. Krueger, Jens Ludwig, Peter R. Orszag, Howard F. Rosen, Robert Rubin, Isabel Sawhill, Judith E. Scott-Clayton, and Douglas O. Staiger.

In an effort to reverse the purported crisis in U.S. public schools, the federal government, states, and districts have mandated policies that favor standardized approaches to teaching and assessment. As a consequence, teachers have been relying on teacher-centered instructional approaches that do not take into consideration the needs, experiences, and interests of their students; this is particularly pronounced with English learners (ELs). The widespread implementation of these policies is particularly striking in California, where more than 25% of all public school students are ELs. This volume reports on three studies that explore how teachers of ELs in three school districts negotiated these policies. Drawing on sociocultural and poststructural perspectives on agency and power, the authors examine how contexts in which teachers of ELs lived and worked influenced the messages they constructed about these policies and mediated their decisions about policy implementation. The volume provides important insights into processes affecting the learning and teaching of ELs.

Despite claims that school districts need flexibility in teacher assignment to allocate teachers more equitably across schools and improve district performance, the power to involuntarily transfer teachers across schools remains hotly contested. Little research has examined involuntary transfer policies or their effects on schools, teachers, or students. This article uses administrative data from Miami-Dade County Public Schools to investigate the implementation and effects of the district's involuntary transfer policy, including which schools transferred and received teachers, which teachers were transferred, what kinds of teachers replaced them in their former schools, and how their performance—as measured by their work absences and value-added in math and reading—compared before and after the transfer. We find that, under the policy, principals in the lowest-performing schools identified relatively low-performing teachers for transfer who, based on observable characteristics, would have been unlikely to leave on their own. Consistent with an equity improvement, we find that involuntarily transferred teachers were systematically moved to higher-performing schools. Efficiency impacts are mixed; although transferred teachers had nearly 2 fewer absences per year in their new schools, transferred teachers continued to have low value-added in their new schools.

Teachers, Unions, and Race in the Battle for School Equity

How Contracting Can Transform America's Schools

The Oxford Handbook of U.S. Education Law

Examining Equity and Efficiency

4CIV29792, Respondent Brief

Getting Strong Teachers to the Schools That Need Them Most

International Student Achievement Comparisons and Teacher Shortages in Math and Science

The International Handbook of Teacher Quality and Policy is a comprehensive resource that examines how teacher quality is conceptualized, negotiated, and contested, and teacher policies are developed and implemented by global, national, and local policy actors. Edited by two of the leading comparative authorities in the field, it draws on the research and contributions of scholars from across the globe to explore five central questions: How has teacher quality been conceptualized from various disciplinary and theoretical perspectives? How are global and transnational policy actors and networks influencing teacher policies and practices? What are the perspectives and experiences of teachers in local policy contexts? What do comparative research studies tell us about teachers and how their work and policy contexts influence their teaching? How have various countries implemented policies aimed at improving teacher quality and how have these policies influenced teachers and students? The international contributors represent a wide variety of scholars who identify global dynamics influencing policy discourses on teacher quality, and examine national and local teaching and policy environments influencing teacher policy development and implementation in various countries. Divided into five sections, the book brings together the latest conceptual and empirical studies on teacher quality and teacher policies to inform future policy directions for recruiting, educating, and supporting the

teaching profession.

Legal Issues in School Health Services offers a legal resource never before available for education and health professionals, and their legal advisors. All professionals involved in the development, implementation, and evaluation of school health services will find this an exceptional tool. This book addresses the spirit and letter of the laws, the related standards, the conflict between them, and how they affect the delivery of school health services in regular and special education. Special attention is given to pertinent issues for school administrators, school attorneys, and school nurses, in order to foster school practices that are safe and effective. Designed as a guide and reference work, this book is written by 15 highly-credentialed nurses, attorneys, and educators and offers detailed discussions of the legal challenges that exist in the 21st century. **KEY FEATURES** School nursing practice, standards, and performance issues Risk management strategies for school administrators, school boards, and attorneys Multi-disciplinary approaches in ethico-legal problem solving Collaborative approaches in promoting student learning and success Financial, special education, record confidentiality, and future genetic challenges In-depth legal references, citations, and research, plus a comprehensive glossary and table of federal statutes and regulations

That we are participants in a global economy may no longer be news, but its impact continues to shape the field of labor relations. This is certainly true in the public sector where union membership is stagnant and outsourcing is becoming more and more prevalent. Further impacting current trends are local and state movements to restructure public organizations and the processes they use to conduct their activities and provide services. These include the mechanisms of collective bargaining and contract administration. Reflecting these and many other trends and changes, this fourth edition of the perennially bestselling *Labor Relations in the Public Sector* is now completely updated. The fundamental reader-friendly organization of the book remains the same, and it continues to address the many facets that must be considered today, as unions still represent 40 percent of public sector workers.

However in keeping up with the formative events of recent times, this text— *Accounts for emerging trends in scholarly and professional literature as well as in practice* Features several new case studies that provide readers with experiential learning opportunities across a range of contemporary situations

Places greater emphasis on ways to develop and use interest-based ("win-win") negotiations during bargaining processes and throughout the administration of contracts This volume recognizes the key role played by unions in the federal government and in a large proportion of state and local jurisdictions, but it also recognizes that much is changing. Fiscal realities and strategic challenges are changing the role of the labor union in the public sector. This is a trend that must be understood if its consequences are to be anticipated and met for the mutual good.

TALIS Mending the Education Divide Getting Strong Teachers to the Schools That Need Them Most

International Handbook of Teacher Quality and Policy

Planning for and Implementing Effective School Desegregation

Handbook of Research in Education Finance and Policy

(A Project of the National Council of Teachers of Mathematics)

Labor Relations in the Public Sector, Fourth Edition

New York City Public Schools from Brownsville to Bloomberg

The major research questions for this study were: (a) What forms do teacher interview portfolios take? (b) What meaning do school principals make of these portfolios? (c) How, if at all, are teacher portfolios being used by principals in deciding whom to hire? This was a case study using qualitative research procedures. The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999. Semi-structured interviews of 18 k-12 principals and 4 key informants were primary means of data gathering. Document analyses supplemented interview data. Interview portfolios typically consisted of lesson plans; photographs of projects, activities, and teacher-student interactions; and supporting examples of classroom practice.

Statements of educational philosophy, credentials, letters of reference, transcripts, and other background information were also included. Most principals viewed portfolios as a way for candidates to express their educational beliefs, illustrate skills and methods, and supplement the interview with examples from applicants' experience. Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection. Overall, interview portfolios were not key contributors to principals' hiring decisions. The reasons for this varied. Some principals mentioned time constraints during interviews. Others expressed skepticism that portfolios provided meaningful evidence of candidates' teaching ability and people skills. Propositions and implications for future research center on portfolio format and assessment criteria, authenticity and self-knowledge, selection interview procedures, teacher preparation, teacher recruitment and hiring, and information management in Central City School District. Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession: placing discussion and debate about what constitutes "good teaching" into a public forum.

The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems

directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

Number of Exhibits: 14

Human Resource Management

California. Court of Appeal (4th Appellate District). Division 2. Records and Briefs

Teachers of English Learners Negotiating Authoritarian Policies

Hearing Before the Subcommittee on Economic Goals and Intergovernmental Policy of the Joint Economic Committee, Congress of the United States, Ninety-eighth Congress, First Session, June 15, 1983

New Developments in Combustion Research

Hearings

Chicago Public Education, 1929-1970

A compelling approach to lasting educational change informed by lessons learned and new successes worldwide! Andy Hargreaves and Dennis Shirley present a concise framework for successful and sustainable reform that integrates teacher professionalism, community engagement, government policy, and accountability. Drawing from research on traditional methods and new findings from around the globe, the authors offer an absorbing and insightful analysis of three major efforts of the past 25 years, outline the strengths and limitations of each model, and offer a fourth way for achieving dramatic improvement built on: Six Pillars of Purpose that support change Three Principles of Professionalism that drive change Four Catalysts of Coherence that sustain change Sponsored by the Association for Education Finance and Policy (AEFP), the second edition of this groundbreaking handbook assembles in one place the existing research-based knowledge in education finance and policy, with particular attention to elementary and secondary education. Chapters from the first edition have been fully updated and revised to reflect current developments, new policies, and recent research. With new chapters on teacher evaluation, alternatives to traditional public schooling, and cost-benefit analysis, this volume provides a readily available current resource for anyone involved in education finance and policy. The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs, to a focus on educational outcomes and the larger policies used to achieve them. Chapters show how decision making in school finance inevitably interacts with decisions about governance, accountability, equity, privatization, and other areas of education policy. Because a full understanding of important contemporary issues requires inputs from a variety of perspectives, the Handbook draws on contributors from a number of disciplines. Although many of the chapters cover complex, state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand. This comprehensive, balanced, and accessible resource provides a wealth of factual information, data, and wisdom to help educators improve the quality of education in the United States.

After interviewing more than fifty teachers who were on the front lines during these strikes, historian Steve Golin concludes that another, equally important agenda, ignored until now, was on the table. These professionals wanted a voice in the decision-making process."--BOOK JACKET.

In-Basket Exercises for School Administrators

E011998, Joint Appendix

California. Court of Appeal (1st Appellate District). Records and Briefs

Teachers and Reform

Report of the National Council on Educational Research

Path to Prosperity

The Role of Teacher Associations

Don McAdams, one of a small group of activists elected to the Houston Independent School District Board of Education in 1989, provides a fast moving first-person account of successful reform in the nation's seventh largest school district. With tact and wisdom, the author shows that school reform is seldom about reading, writing, and arithmetic. Rather, it is mostly about power, status, and money. This is a great story filled with conflict and surprising turns of fate. No one interested in politics, governance, and management of urban school districts can afford to miss Fighting to Save Our Urban Schools . . . and Winning!

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

A heated debate is raging over our nation's public schools and how they should be reformed, with proposals ranging from imposing national standards to replacing public education altogether with a voucher system for private schools. Combining decades of experience in education, the authors propose an innovative approach to solving the problems of our school system and find a middle ground between these extremes. Reinventing Public Education shows how contracting would radically change the way we operate our schools, while keeping them public and accessible to all, and making them better able to meet standards of achievement and equity. Using public funds, local school boards would select private providers to operate individual schools under formal contracts specifying the type and quality of instruction. In a hands-on, concrete fashion, the authors provide a thorough explanation of the pros and cons of school contracting and how it would work in practice. They show how contracting would free local school boards from operating schools so they can focus on improving educational policy; how it would allow parents to choose the best school for their children; and, finally, how it would ensure that schools are held accountable and

academic standards are met. While retaining a strong public role in education, contracting enables schools to be more imaginative, adaptable, and suited to the needs of children and families. In presenting an alternative vision for America's schools, Reinventing Public Education is too important to be ignored.

Teacher Attrition and Mobility

Daily Labor Report

Handbook of Research on Mathematics Teaching and Learning

Principals' Perspectives

Strategic Involuntary Teacher Transfers and Teacher Performance

Legal Issues in School Health Services

Since publication of the fourth edition of *Labor Relations in the Public Sector*, public sector unions have encountered strong headwinds in many parts of the U.S. Membership is falling in some jurisdictions, public opinion has shifted against the unions, and political forces are leaning against them. Retaining the structure that made the previous editions so popular, this fifth edition incorporates a complete round of updates, particularly sections on recent trends in membership figures, new legislation, and new politics as they influence bargaining rights. See *What's New in the Fifth Edition*: Up to date examination and analysis of public sector labor relations and collective bargaining Important changes in the public labor relations and unionization landscape Updated analysis of the financial and human resource outcomes of collective bargaining in the public sector Collective bargaining institutions and processes in government Completely updated in terms of the scholarly and professional literature and relevant events, the new edition identifies and explains the implications of the new collective bargaining environment, including financial and human resource management issues and outcomes. As in previous editions, collective bargaining and labor relations are addressed at all levels of government, with comparisons to the private and nonprofit sectors. Designed to be classroom friendly, it includes discussions of the most recent literature and case studies as well as end-of-chapter assignments and quizzes. Practical tips and advice are offered for those engaged in collective bargaining and labor relations.

A resource for instructors and students based on real-life problems and issues in human resource management. This series of 120 'in-basket' exercises covers the major areas of human resource management and provides the opportunity to integrate new learning with experience.