



## REFERENCES & RESOURCES – TEACHER PREPARATION & EFFECTIVENESS

Teachers' learning develops across a career and teacher leaders take on many roles as their career progresses.

- Fraser, C. A. (2010). Continuing Professional Development and Learning in Primary Science Classrooms. *Teacher Development*, 14(1), 85-106.
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- National Board for Professional Teaching Standards, A. V. (2001). Advancing Teacher Development: Institutions of Higher Education Use the NBPTS Standards To Create Communities for Professional Learning.

Experience matters; teaching experience is associated with student achievement gains throughout a teacher's career. As teachers gain experience at a particular grade level, their students are more likely to achieve academic success. Experienced teachers also benefit their peers and novice teachers.

- de Vries, S., Jansen, E. P., Helms-Lorenz, M., & van de Grift, W. J. (2014). Student teachers' beliefs about learning and teaching and their participation in career-long learning activities. *Journal Of Education For Teaching*, 40(4), 344-358.
- Huang, F. L., & Moon, T. R. (2009). Is Experience the Best Teacher? A Multilevel Analysis of Teacher Characteristics and Student Achievement in Low

Performing Schools,” *Educational Assessment, Evaluation and Accountability* 21(3), 209–34.

- Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A Review of the Research*. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/our-work/publications-resources/does-teaching-experience-increase-teacher-effectiveness-review-research>
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How Large Are Teacher Effects?, *Educational Evaluation and Policy Analysis* 26(3), 237–57.
- Papay and Kraft, “Productivity Returns to Experience in the Teacher Labor Market: Methodological Challenges and New Evidence on Long-Term Career Improvement,” 105–19.

The “induction” years of teaching (i.e., from the time a person decides to be a teacher until 2-3 years post-initial certification) provide an entre into the profession and can shape how teachers will engage students and whether they will stay in the profession. Well-constructed induction efforts are aligned with mentor training, offer time for new teachers to work with their mentors, and utilize mentor/mentee time to collaboratively analyze instructional practices.

- Cochran-Smith, M., McQuillan, P., Mitchell, K., Terrell, D. G., Barnatt, J., D’Souza, L., Jong, C., et al. (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. *American Educational Research Journal*, 49(5), 844–880.
- Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., Jacobus, M., et al. (2010). Impacts of comprehensive teacher induction. Final results from a randomized controlled study. Washington, DC: Institute of Educational Sciences.
- Jonson, K. F. (2002). *Being an effective mentor: How to help beginning teachers succeed*. USA: Corwin Press.
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- Kardos, S. M., & Johnson, S. M. (2007). On their own and presumed expert: New teachers’ experience with their colleagues. *Teachers College Record*, 109(9), 24.

The quality of teachers who enter into the profession is improving; however, too often, our most experienced and effective teachers leave the profession early, most often due to workplace conditions.

- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367–409. doi:10.3102/0034654308321455
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review*, 95(2), 166–171.

- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. (2005). Who teaches whom? Race and the distribution of novice teachers. *Economics of Education Review*, 24(4), 377-392.
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- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why? A review of the literature on teacher retention*. Washington, DC: National Retired Teachers Association.
- Kukla-Acevedo, S. (2009). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. *Journal of Educational Research*, 102(6), 443-452.
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- Papay, J. P., & Kraft, M. A. (2015). Productivity Returns to Experience in the Teacher Labor Market: Methodological Challenges and New Evidence on Long-Term Career Improvement, *Journal of Public Economics*, 130, 112-13.
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- Simon, N. S., & Johnson, S. M. (2015). Teacher turn-over in high-poverty schools: What we know and what we can do. *Teachers College Press*, 117(3), 1-36.

High teacher turnover especially harms student achievement in schools serving low-income communities (note that over 60% of Georgia's public school students are considered to come from low income communities). Teacher turnover can be addressed through several policy levers: leadership development (e.g., organizational management, fairness, deliberate orchestration of distributed teacher leadership), learner-centered professional learning, and time for teachers to engage in collaborative professional learning. Differential pay has been studied and results vary as to whether this policy lever would be successful. Most recently studies suggest that differential pay can attract new teachers but may not keep good teachers.

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- Bowen, N. K., & Bowen, G. L. (1999). Effects of crime and violence in neighborhoods and schools on the school behavior and performance of adolescents. *Journal of Adolescent Research*, 14(3), 319-342. doi:10.1177/0743558499143003
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303-333.
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student achievement in high-poverty schools, *Journal of Policy Analysis and Management*, 27(4), 793-818.

- Brown, K., & Wynn, S. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, 8(1), 37-63. doi:10.1080/15700760701817371
- Bryk, A. S., & Schneider, B. L. (2002). *Trust in schools: A core resource for school reform*. New York: Russell Sage Foundation Publications.
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- Simon, N., & Johnson, S. M., (2013) Teacher Turnover in High-Poverty Schools: What We Know and Can Do. *Teachers College Record*, 117, 1-36.

Exception: Henry, G. T., Bastian, K. C., & Fortner, K. C. (2011). Stayers and Leavers: Early-Career Teacher Effectiveness and Attrition, *Educational Researcher* 40(6), 271-80. This study, which did not apply teacher fixed effects, discusses an “emerging consensus” that “less effective teachers are more likely to exit the profession” and finds that less effective teachers exit after one year.

Successful learning opportunities for teachers involve at least 50-90 hours of direct interactions with teachers (rather than “train the trainer” models), follow up support, and school/local collaborations to plan, review local quantitative and qualitative data, and make decisions within the local environment. Teacher learning can result in assessment outcomes for students; however, confounding variables get in the way of formal evaluations (e.g., lack of randomized placement of students into classrooms, lack of control over out-of-school issues that affect student learning, competing local initiatives, teacher and leader attrition, etc.). Randomized-controlled studies are rare. Recent qualitative findings suggest that teacher learning is non-linear, entails complex sense-making; thus, a complex, ecological model (rather than a linear model of teacher learning) may be closer to reality.

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Teachers know what's helpful and hurtful to their learning. They suggest professional learning that is

- ✓ Personalized to their needs
  - ✓ Sustained over time
  - ✓ Coordinated by someone (a peer) who knows their context well
  - ✓ Collaborative (professional learning communities)
  - ✓ Focused on students (rather than on compliance to rules, pre-set instructional sequences, or scripts)
- Boston Consulting Group (2014). *Teachers Know Best: Teachers' Views on Professional Development*. Funded by the Bill and Melinda Gates Foundation.
  - Jaquith, A., Mindich, D., Wei, R.C., Darling-Hammond, L. (2010). *Teacher professional learning in the United States: Case studies of state policies and strategies*. Oxford, OH: Learning Forward.
  - Key, E. (2006). Do they make a difference? A review of research on the impact of Critical Friends groups. Retrieved from <http://tinyurl.com/ld2cavf>
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  - Spillane, J. P., Hallett, T., & Diamond, J. B. (2003). Forms of capital and the construction of leadership: Instructional leadership in urban elementary schools, *Sociology of Education*, 76(1), 1-17.
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partners take a closer look at a vexing problem. *Journal of Teacher Education*, 60(2), 168-183.

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- Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 64(5), 376-382.

Digital tools can enhance teachers' professional learning opportunities, but they need to involve learning communities in addition to simply providing information/resources. Practice-based methods, such as peer analysis of videos of professional practice, can be an especially powerful tool for digitally enhanced professional learning.

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- Calandra, B., Brantley-Dias, L., Lee, J. K. & Fox, D. L. (2009). Using video editing to cultivate novice teachers' practice. *Journal of Research on Technology in Education*, 42(1) 73-94.
- Hiebert, J., & Morris, A. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 93-102
- Hord, S. M., & Tobia, E. F. (2011). *Reclaiming Our Teaching Profession: The Power of Educators Learning in Community*. Teachers College Press.
- Jobs for the Future & the Council of Chief State School Officers. 2015. *Educator Competencies for Personalized, Learner-Centered Teaching*. Boston, MA: Jobs for the Future.
- Moller, G. (2006). Teacher Leadership Emerges within Professional Learning Communities. *Journal Of School Leadership*, 16(5), 520-533.
- Sherin, M. G. & van Es, E. A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education*, 13, 3, 475-491.
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Learning to teach literacy well involves understanding several key principles.

Principle 1: Learning to read and write occurs in societies that shape whether and how reading and writing will be valued. Social and cultural aspects of literacy shape how texts appear, what is learned with texts, and how learners approach literacy learning. There are many pathways to literacy development.

- Lankshear, C., & Knobel, M. (2006). *New literacies: Everyday practices & classroom learning* (2nd ed.). New York: Open University Press and McGraw Hill.
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- Clay, M. (2014). *Different paths to common outcomes*. Portsmouth, NH: Heinemann.

Principle 2: Understanding how literacy develops is essential to teaching literacy. This might include understanding elements such as:

- ✓ *Funds of knowledge* are the essential cultural elements Learning to teach literacy involves understanding that children and their families bring to a classroom that can provide interest, background knowledge, and motivation for learning;
- ✓ Reading, writing, speaking, listening, viewing and representing overlap and are all vital to literacy development;
- ✓ Comprehension development is the ultimate goal of learning literacy. There are several contributing elements to comprehension (e.g., the contributions of background knowledge, language development, multi-modal nature of texts, transactional aspects of reading, vocabulary development, object of the event);
- ✓ Constrained (fluency, phonemic awareness, phonics) and unconstrained skill development (vocabulary, comprehension) are related to literacy development;
- ✓ Writing development is a non-linear process;
- ✓ Motivation, interest, and engagement are essential elements for literacy development;
- ✓ Diagnostic assessment practices are important for making instructional decisions;
- ✓ Digital literacies and the orchestration/composition of digital, multi-modal texts are especially important in today's society to ensure that children learn how to participate in an increasingly digital society;
- ✓ Transference between first languages and English literacy (L1/L2 transfer) is helpful for literacy learning.
- ✓ Difficulties learning to read (sometimes called "dyslexia") originate for many reasons and successful treatment/instruction will vary depending on the specific issues a learner presents.

- ✓ Literacy development is integrally related to “content literacies”; in other words, each academic discipline has specific requirements and demands that determine who might be deemed “literate”;
- Coyne, M.D., Simmons, D.C., Hagan-Burke, S., Simmons, L.E., Kwok, O.-M., Kim, M., . . . Rawlinson, D.A.M. (2013). Adjusting beginning reading intervention based on student performance: An experimental evaluation. *Exceptional Children*, 80(1), 25-44.
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- Moje, E.B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, 52(2), 96-107.
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Available at <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>
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- Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7-18.
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Principle 3: Effective reading instruction is shaped by principles of practice. There is no singular “best method” for teaching literacy.

- ✓ Praxis (reflection and action working together to shape instruction)
  - ✓ Purpose (clarity about the expected outcomes for teaching)
  - ✓ Serendipity (openness to chance and opportunities of the moment; no over-reliance on routine)
  - ✓ Exploration (creative problem-solving)
  - ✓ Reflection (follow-up analysis of experience, purpose, and outcomes)
  - ✓ Community (engagement in learning communities of professional peers; giving back professionally and growing personally)
  - ✓ Service (constant focus on serving children and their families)
  - ✓ Flexibility (expect challenges and seek alternative approaches)
  - ✓ Caring (caring relationships sit at the core of the learning transaction)
  - ✓ Reward (valuing the spontaneity of the classroom, immediacy of the joy of learning, and autonomy of professional status).
- Bond, G. & Dykstra, R. (1967/1997). The first grade reading studies. *Reading Research Quarterly*, 32(4).
  - Hoffman, J. V., & Goodman, Y. M. (2009). *Changing literacies for changing times: An historical perspective on the future of reading research, public policy and classroom practices*. NY: Routledge.
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