

Knowledge Base for the Human Capital Management Framework: Working Conditions Component

Annotated Bibliography

Blankstein, A. M., Houston, P. D., & Cole, R. W. (Eds.). (2007). *Sustaining professional learning communities*. Thousand Oaks, CA: Corwin Press.

Various authors contributed essays for this book, which discusses topics that are important to professional learning communities, such as leadership, collaboration, and the National Board for Professional Teaching Standards (NBPTS).

DeAngelis, K. J., Peddle, M. T., & Trott, C. E. (with Bergeron, L.). (2002). *Teacher supply in Illinois: Evidence from the Illinois teacher study*. Edwardsville, IL: Illinois Education Research Council. Retrieved October 27, 2008, from http://ierc.siue.edu/documents/kdReport1202_Teacher_Supply.pdf

Using survey data from three surveys that reached more than 350 teachers apiece, this report examines the job searches, career plans, and experiences of teachers with one to five years experience in Illinois public schools, as well as reasons teachers left the profession.

Feng, L. (2007). *Opportunity wages, classroom characteristics, and teacher mobility*. Manuscript submitted for publication. Retrieved October 27, 2008, from <http://edecon.org/Documents/Feng%20writing%20sample.pdf>

This quantitative study analyzes the labor market decisions of six cohorts of new teachers in Florida. It concludes that after accounting for opportunity wages and teacher working conditions, salary does not significantly affect teacher mobility.

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208. Retrieved October 27, 2008, from http://www.aera.net/uploadedFiles/Publications/Journals/Review_of_Educational_Research/7602/04_RER_Guarino.pdf

In this article, the authors use a supply-and-demand framework to analyze teacher recruitment and retention. The literature review analyzes empirical studies to determine the characteristics of teachers who stay in the profession, schools and districts that retain them, and policies that help facilitate recruitment and retention.

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NAASP Bulletin*, 88(638), 28–40.

The authors examine whether induction programs improve teacher retention and which characteristics, such as mentoring, are necessary for induction programs to increase retention.

Jekielek, S., Brown, B., Pilar, M., & Lippman, L. (2007, September). *Public school practices for violence prevention and reduction: 2003–04* (Issue Brief NCES 2007–010). Washington, DC: National Center for Education Statistics. Retrieved October 27, 2008, from <http://nces.ed.gov/pubs2007/2007010.pdf>

Using the 2003–04 School Survey on Crime and Safety (SSOCS) that was administered by the U.S. Department of Education’s National Center for Education Statistics (NCES), this article describes principal-reported school violence prevention initiatives and the extent to which these programs are present in schools at different levels, in different areas, with different levels of crime, and in different racial demographics.

Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved October 27, 2008, from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>

Using research conducted by others, the author argues that working conditions impact teacher quality, retention, and effectiveness.

Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. Cambridge, MA: The Project on the Next Generation of Teachers, Harvard Graduate School of Education. Retrieved October 27, 2008, from http://assets.aarp.org/www.aarp.org/_articles/NRTA/Harvard_report.pdf

In this literature review, the authors analyze research about topics related to teacher recruitment and retention.

Kaboolian, L., & Sutherland, P. (2005). *Win-win labor-management collaboration in education: Breakthrough practices to benefit students, teachers, and administrators*. Washington, DC: Education Week Press.

This book provides advice for teachers and union leaders about how to conduct collective bargaining negotiations that focus on student interest. It addresses controversial issues such as pay for performance and provides examples from school districts.

Klingel, S. (2003). *Interest-based bargaining in education: A review of the literature and current practice*. Washington, DC: National Education Association. Retrieved October 27, 2008, from <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1015&context=reports>

This article explains the research behind interest-based bargaining, examples of it in practice in education, and case studies from three districts and professional organizations that have utilized interest-based bargaining.

National Comprehensive Center for Teacher Quality and Public Agenda. (2007). *Lessons learned: New teachers talk about their jobs, challenges and long-range plans: Issue no. 1: They're not little kids anymore: The special challenges of new teachers in high schools and middle schools*. Retrieved October 27, 2008, from <http://www.tqsource.org/publications/LessonsLearned1.pdf>

Based on a survey of new teachers, this qualitative report discusses the challenges faced by new teachers in high schools and middle schools. The authors present six findings surrounding teacher recruitment and retention at the secondary level.

Oliver, R. M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved October 27, 2008, from <http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>

Stressing the importance of classroom management, this article includes research and recommendations for improving classroom management through teacher preparation programs and professional development. It also includes an innovation configuration resource that can be used to guide professional development on classroom management.

Reeves, C., Emerick, S., & Hirsch, E. (2007). *Creating an atmosphere of trust: Lessons from exemplary schools*. Hillsborough, NC: Center for Teaching Quality. Retrieved October 27, 2008, from http://www.teachingquality.org/legacy/brief_trust2007.pdf

Using data from the 2006 North Carolina Teacher Working Conditions survey, this article discusses the results of the survey and concludes that an atmosphere of trust and mutual respect was strongly correlated to student achievement in all levels of schools—elementary, middle, and high.

Ricketts, M. L. (2007). K–12 teachers' perceptions of school policy and fear of school violence. *Journal of School Violence*, 6(3), 45–67.

Using data from teacher surveys in one district, this article analyzes how school violence policies affect teachers' fears and concludes that teachers' perceptions of school policies influenced their levels of fear.

Roberts, S., Wilcox, P., May, D., & Clayton, R. (2007). My school or our school? The effects of individual versus shared school experiences on teacher perceptions of safety. *Journal of School Violence*, 6(4), 33–55.

This research report looks at individual experiences at schools and shared school experiences that impact teacher fear and perceptions of school safety.

Schneider, M. (2004). *The educational adequacy of New Jersey public school facilities: Results from a survey of principals*. Newark, NJ: Education Law Center. Retrieved October 27, 2008, from http://edlawcenter.org/ELCPublic/elcnews_040510_PrincipalsSurvey.pdf

Using the results from a survey of New Jersey principals, this research article concludes that school adequacy and quality is an issue in that state, that principals lack resources to manage their buildings, and that these issues are more severe in low-income districts in New Jersey.

Tauber, R. T. (2007). *Classroom management: Sound theory and effective practice* (4th ed.). Westport, CT: Praeger Publishing.

This book provides frameworks teachers can use to try to test six classroom management models and encourages teachers to choose a model that works with their personality, students, and context.