

# Knowledge Base for the Human Capital Management Framework: Annotated Bibliography

Allen, R. (2002). *Teacher education at the community college: Partnership and collaboration*. Los Angeles: ERIC Clearinghouse for Community Colleges. (ERIC Identifier ED467986). Retrieved July 8, 2008, from <http://www.ericdigests.org/2003-3/teacher.htm>

This article describes the high demand for new teachers and provides examples of innovative ways that community colleges, including programs in Maryland and Florida, are working to fill this need.

Aspen Institute. (2008, January). *Human capital framework for K–12 urban education: Organizing for success*. Washington, DC: Author. Retrieved July 8, 2008, from [http://www.aspeninstitute.org/atf/cf/%7Bdeb6f227-659b-4ec8-8f84-8df23ca704f5%7D/ED\\_HCFRAMEWORK\\_2.PDF](http://www.aspeninstitute.org/atf/cf/%7Bdeb6f227-659b-4ec8-8f84-8df23ca704f5%7D/ED_HCFRAMEWORK_2.PDF)

Given the demand for teachers, the Aspen Institute has developed a human capital management framework that addresses the individual components and interconnectedness between components of a human capital management system. With a focus on teachers, the framework addresses preparation, sourcing, certification, induction, tenure, training and development, performance management, and compensation and nonmonetary rewards.

Azordegan, J., Byrnett, P., Campbell, K., Greenman, J., & Coulter, T. (2005). *Diversifying teacher compensation*. Denver, CO: Education Commission of the States. Retrieved July 8, 2008, from <http://www.ecs.org/clearinghouse/65/83/6583.pdf>

Building on a 2001 research paper, this article provides an overview of research on innovative teacher compensation systems, a comprehensive comparison of four systems that recently have diversified teacher, and an update on the five systems described in the 2001 article. Programs in Douglas County and Denver, Colorado, are highlighted.

Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company. Retrieved July 8, 2008, from [http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf)

An analysis of the top 10 school systems that are part of the Organisation for Economic Co-Operation and Development revealed three commonalities: Excellent school systems get the right people to enter teaching, develop them into quality instructors, and assure the system meets the needs of all students.

Bartlett, L., Johnson, L., Lopez, D., Sugarman, E., & Wilson, M. (2005). *Teacher induction in the Midwest: Illinois, Wisconsin, and Ohio: Implications for state policy*. Santa Cruz, CA: New Teacher Center, University of California–Santa Cruz. Retrieved July 8, 2008, from <http://www.newteachercenter.org/pdfs/MWPolExecSum06.pdf>

This article analyzes the teacher induction policies in Illinois, Wisconsin, and Ohio, noting the differences between current programs and desired programs. The purpose of the study is to influence state policy as states work to establish guidelines for district teacher induction programs and evaluate them.

Berry, B. (with Rasberry, M., & Williams, A.). (2007). *Recruiting and retaining quality teachers for high-needs schools: Insights from NBCT summits and other policy initiatives*. Hillsborough, NC: Center for Teaching Quality. Retrieved July 8, 2008, from <http://www.nea.org/nationalboard/images/nationalstrategyforumreport.pdf>

This National Education Association-sponsored article examines the efficacy of methods used to increase the number of high-quality teachers, especially National Board Certified Teachers, at high-needs schools, including financial incentives and working conditions. It then makes recommendations for districts regarding how to recruit and retain quality teachers.

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).

Boyd, R. T. C. (1989). Improving teacher evaluations. *Practical Assessment, Research & Evaluation, 1*(7). Retrieved July 8, 2008, from <http://PAREonline.net/getvn.asp?v=1&n=7>

In this article, Ronald Boyd identifies the purpose of teacher evaluation, discusses the characteristics that make them effective, and addresses some common concerns surrounding evaluation.

Brandt, C., Mathers, C., Oliva, M., Brown-Sims, M., & Hess, J. (2007). *Examining district guidance to schools on teacher evaluation policies in the Midwest Region*. (Issues & Answers Report, REL 2007–No. 030). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved July 8, 2008, from [http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2007030.pdf](http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007030.pdf)

This descriptive report discusses teacher evaluation policies from a stratified random sample of districts in the Midwest in order to facilitate further research and policy discussions surrounding this issue.

Brewster, C., & Railsback, J. (2001). *Supporting beginning teachers: How administrators, teachers, and policymakers can help new teachers succeed*. Portland, OR: Northwest Regional Educational Library. Retrieved July 8, 2008, from <http://www.nwrel.org/request/may01/BeginningTeachers.pdf>

This article discusses the research and literature surrounding the support of new teachers and addresses implications for policy. It also includes some examples of how districts in the Northwest are supporting new teachers.

Bush, T., & Middlewood, D. (2005). *Leading and managing people in education*. Thousand Oaks, CA: Sage Publications.

This book describes techniques for educational leadership and management. It also examines the context in educational leadership, the structures of educational management and processes important to educational leadership and management, such as induction, mentoring, and evaluation.

Campbell, C., DeArmond, M., & Schumwinger, A. (2004). *From bystander to ally: Transforming the district human resources department*. Seattle, WA: Center on Reinventing Public Education. Retrieved July 8, 2008, from [http://www.wallacefoundation.org/NR/rdonlyres/DBDDEBE5-5209-4533-8002-1CD4A419849E/0/BystanderToAlly\\_reportweb.pdf](http://www.wallacefoundation.org/NR/rdonlyres/DBDDEBE5-5209-4533-8002-1CD4A419849E/0/BystanderToAlly_reportweb.pdf)

This article addresses the important role a district human resource department can have in district improvement and teacher quality. The authors examine three school districts (Houston Independent School District, San Diego City Schools, and Milwaukee Public Schools) that restructured their human resource departments. The authors conclude that administrative reforms and attention from district leaders are necessary to reform a district's human resource system.

Cech, S. J. (2005). Homegrown. *Teacher Magazine*, 16(6), 37–40. Retrieved July 8, 2008, from <http://www.teachermagazine.org/tm/articles/2005/05/01/06homegrown.h16.html> (registration required).

This article describes an initiative in Broward County, Florida, that seeks to end the teacher shortage in their county by inducing high school students to teach in their hometown by introducing them to education in high school, paying for their college education, and guaranteeing them a job in the Broward County school district upon graduation.

The Center for Comprehensive School Reform and Improvement. (2006). *Redefining professional development: Characteristics of effective professional development*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www.centerforsri.org/files/Feb06newsletter.pdf>

This article summarizes the research that describes the characteristics of high-quality professional development and suggests methods for improving the effectiveness and influence of professional development.

Clement, M. C. (2008). Past is prologue. *Principal Leadership*, 8(5), 44–48.

Behavior-based interviewing is a theory that argues that future behavior can best be predicted by past behavior. In this descriptive article, the author describes the 10 Interstate New Teacher Assessment and Support Consortium (INTASC) standards for writing interview questions and offers advice and examples for districts about how to use this theory and these standards to create interview questions.

Cook, C. J., & Fine, C. (1997). *Critical issue: Finding time for professional development*. (Website). Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved July 8, 2008, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>

This article identifies ways districts can create the time, opportunity, and resources necessary for teachers to improve their practice. It includes action options, implementation concerns, and illustrative cases.

Danielson, C. (2007, September). The many faces of leadership. *Educational Leadership*, 65(1), 14–19. Retrieved July 8, 2008, from <http://tinyurl.com/2q8edz>

Charlotte Danielson describes the necessity for, characteristics of, and actions of teacher leaders.

Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson and McGreal address the problems and potential of teacher evaluation systems and offer a structural framework for designing a teacher evaluation system based on four domains that measures teacher competency at three levels of professional skill.

Darling-Hammond, L. (1999). Target time toward teachers. *Journal of Staff Development*, 20(2), 31–36. Retrieved July 8, 2008, from <http://www.nsd.org/library/publications/jsd/darling202.cfm>

This opinion piece describes changes to the structure and practice of schools that can help improve teacher quality.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of the state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved July 8, 2008, from <http://epaa.asu.edu/epaa/v8n1/>

This article relies on qualitative and quantitative data from all 50 states and finds that improving the quality of teachers also may improve student performance. In particular, teacher preparation and certification affect student achievement, a fact that states should consider when directing educational policy.

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 July 8, 2008, from [http://ierc.siu.edu/documents/kdReport1202\\_Teacher\\_Supply.pdf](http://ierc.siu.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.

Dwyer, C. A. (Ed.). (2007). *America's challenge: Effective teachers for at-risk schools*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved July 8, 2008, from <http://www.tqsource.org/publications/NCCTQBiennialReport.pdf>

This report includes seven chapters by different authors, which investigate aspects of teacher quality, recruitment, and retention.

Educational Testing Service. (n.d.). *The Praxis series: For test takers: Praxis III*. (Website). Retrieved July 8, 2008, from [http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=e39e4c757f346110VgnVCM10000022f95190RCRD&vgnextchannel=83c45ee3d74f4010VgnVCM10000022f95190RCRD#What\\_Is\\_It](http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=e39e4c757f346110VgnVCM10000022f95190RCRD&vgnextchannel=83c45ee3d74f4010VgnVCM10000022f95190RCRD#What_Is_It)

Praxis III: Classroom Performance Assessments can be used to determine the skills of a beginning teacher through observations, review of documentation, and interviews.

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute. Retrieved July 8, 2008, from <http://www.ashankerinst.org/Downloads/building.pdf>

This article describes the necessary changes for educational leadership in order to address the standards-based reform movement.

Farkas, S., Johnson, J., & Foleno, T. (with Duffett, A., & Foley, P.). (2000). *A sense of calling: Who teaches and why*. New York: Public Agenda. Retrieved July 8, 2008, from [http://www.publicagenda.org/files/pdf/sense\\_of\\_calling.pdf](http://www.publicagenda.org/files/pdf/sense_of_calling.pdf)

This qualitative research report gathers information about the opinions and views of three groups: new teachers, recent graduates who did not choose to go into teaching, and district administrators. It includes a discussion of the characteristics of new teachers and the characteristics of teaching.

Feng, L. (2007). *Opportunity wages, classroom characteristics, and teacher mobility*. Manuscript submitted for publication. Retrieved July 8, 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.

Gaines, G. F. (2005). *Focus on teacher pay and incentives: 2005 legislative actions and update on teacher salary averages*. Atlanta, GA: Southern Regional Education Board. Retrieved July 8, 2008, from [http://www.sreb.org/scripts/focus/reports/05s06-focus\\_teacher\\_pay\\_2005.pdf](http://www.sreb.org/scripts/focus/reports/05s06-focus_teacher_pay_2005.pdf)

This descriptive article discusses the legislation present in each of the Southern Regional Education Board states surrounding teacher compensation and shows the average teacher salary in each of these states.

Galloway, H. (2002). *Job-embedded professional development*. Retrieved July 8, 2008, from [www.txstate.edu/edphd/PDF/jobpd.pdf](http://www.txstate.edu/edphd/PDF/jobpd.pdf)

This article examines the research and issues surrounding job-embedded professional development.

Gordon, R., Kane, T. J., & Staiger, D. O. (2006). *Identifying effective teachers using performance on the job*. Washington, DC: The Brookings Institution. Retrieved July 8, 2008, from [http://www.brookings.edu/papers/2006/~//media/Files/rc/papers/2006/04education\\_gordon/200604hamilton\\_1.pdf](http://www.brookings.edu/papers/2006/~//media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf)

This article seeks to influence state educational policy by advocating national legislation in five areas, requiring states to include a value-added measure of student achievement in their teacher evaluation systems. Districts would have to justify tenure for teachers who did not meet these requirements and could allow noncertified teachers to teach if they demonstrate effective performance.

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 August 12, 2008, from [http://www.aera.net/uploadedFiles/Publications/Journals/Review\\_of\\_Educational\\_Research/7602/04\\_RER\\_Guarino.pdf](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.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G., (2001, November). *Why public schools lose teachers*. (NBER Working Paper No. W8599). New York: National Bureau of Economic Research, Inc.

This article investigates reasons that teachers choose to change schools or leave the teaching profession, concluding that student characteristics including race and achievement have a greater effect on teacher mobility than salary.

Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74–77. Retrieved July 8, 2008, from <http://tinyurl.com/2I9xzn>

This article provides examples of 10 roles that teacher leaders can have in a school or district.

Harvey-Beavis, O. (2003, June). *Performance-based rewards for teachers: A literature review*. Presentation at the Third Workshop of Participating Countries, “Attracting, Developing, and Retaining Effective Teachers” sponsored by the Organisation for Economic Co-operation and Development, Athens, Greece. Retrieved July 8, 2008, from <http://www.oecd.org/dataoecd/17/47/34077553.pdf>

This literature review discusses types of performance based rewards; arguments for and against performance based rewards; summaries of the results of performance based pay systems in various districts, including Charlotte-Mecklenburg, North Carolina, and Dallas, Texas; and the state of performance pay in all Organisation for Economic Co-Operation and Development countries.

Heneman III, H. G., & Milanowski, A. T. (2004). Alignment of human resource practices and teacher performance competency. *Peabody Journal of Education*, 79(4), 108–125.

In this article, the authors present a framework that aligns human resource management with teacher performance goals that are aligned with student achievement. The authors analyze the human resource practices of recruitment, selection, induction, mentoring, professional development, compensation, performance management, and instructional leadership. They also provide examples from two districts where teacher performance goals are empirically aligned to student achievement: Cincinnati, Ohio, and Washoe County, Nevada.

Hess, F. M. & West, M. R. (2006). *A better bargain: Overhauling teacher collective bargaining for the 21st century*. Cambridge MA: Harvard University, Program on Education Policy and Governance. Retrieved July 8, 2008, from <http://www.hks.harvard.edu/pepg/PDF/Papers/BetterBargain.pdf>

This article describes how professional organizations and collective bargaining agreements are preventing districts and schools from meeting the needs of 21st century students and suggests ways districts can work to reform union contracts.

Humphrey, D. C., Wechsler, M. E., Bosetti, K. R., Park, J., & Tiffany-Morales, J. (2008). *Teacher induction in Illinois and Ohio: Findings and recommendations*. Menlo Park, CA: SRI International. Retrieved July 8, 2008, from <http://policyweb.sri.com/cep/publications/JoyceTeacherInduction2008.pdf>

The authors make seven recommendations about teacher induction and mentorship to ensure that new teacher efficacy and retention are improved to the greatest degree. The authors found that induction programs were undermined by weak school leadership, lack of customization to meet teacher needs, and lack of collaboration time with mentors.

Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*. 24(4), 431–449. Retrieved July 8, 2008, from <http://www-rohan.sdsu.edu/~jimazeki/papers/EERAugust2005.pdf>

Using data from Wisconsin, this article examines the reasons teachers choose to stay in the profession, leave the profession, or move to a different school or district. The author focuses on the lesser studied last option, noting that teacher mobility between districts increases if a nearby district offers a higher salary. Salary as a cause of teacher retention or attrition is the primary factor studied in this article.

Ingersoll, R. M. (2002). *Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis*. (Document R-02-1). Seattle, WA: Center for the Study of Teaching and Policy. Retrieved July 8, 2008, from <http://depts.washington.edu/ctpmail/PDFs/OutOfField-RI-01-2002.pdf>

Using the national Schools and Staffing Survey, this article analyzes the role that out-of-field teaching plays on teacher quality and student achievement. The author concludes that a shortage of qualified staff is not the primary reason for poor teacher quality.

Ingersoll, R. M. (2004). *Why do high-poverty schools have difficulty staffing their classrooms with high-quality teachers?* Washington DC: Center for American Progress and Institute for America's Future. Retrieved July 8, 2008, from <http://www.americanprogress.org/kf/ingersoll-final.pdf>

Based on longitudinal data from the Schools and Staffing Survey and Teacher Followup Survey, the author argues that the primary reason for teacher shortages in disadvantaged schools is not because there is a shortage of qualified staff, but instead is because qualified teachers leave these schools due to dissatisfaction. The reasons for this professional dissatisfaction range from compensation to working conditions.

Ingersoll, R. M., & Kralik, J. M. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver, CO: Education Commission of the States. Retrieved July 8, 2008, from <http://www.ecs.org/clearinghouse/50/36/5036.pdf>

After analyzing 10 quantitative studies on teacher mentoring, the authors conclude that there is a lack of empirical evidence for the common belief that beginning teacher support and mentoring impact teacher 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.

Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers. Retrieved July 8, 2008, from <http://www.ccsso.org/content/pdfs/corestrd.pdf>

This document describes the standards for new teacher licensure developed by INTASC. Based on the NBPTS, these teacher standards serve as a model for states when considering their own licensure guidelines so there are consistent expectations of teacher education and licensure.

Institute for Educational Leadership. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www.iel.org/programs/21st/reports/teachlearn.pdf>

Based on discussions of the Institute for Educational Leadership Task Force, this article describes common forms of teacher leadership, barriers to teacher leadership, and ways that the professionalism of teaching is being increased. The authors discuss the state of education, including the role of unions, the National Council for the Accreditation of Teacher Education, and National Board Certification.

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 July 8, 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 different racial demographics.

Johnson, C., & Kritsonis, W. A. (2007, Spring). National implications for urban school systems: Strategic planning in the human resource management department in a large urban school district. *The Lamar University Electronic Journal of Student Research*, 4. Retrieved July 8, 2008, from <http://dept.lamar.edu/lustudentjnl/VOL4/VOLUME4/Cohort%20II/Johnson%20&%20Kritsonis.pdf>

This article discusses human resource practices that can affect teacher recruitment and retention, especially in urban districts. The authors explain best practice and provide examples from the Aldine Independent School District in Texas.

Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved July 8, 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 July 8, 2008, from [http://assets.aarp.org/www.aarp.org/articles/NRTA/Harvard\\_report.pdf](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.

Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581–617.

In this longitudinal study of 50 new teachers, the authors analyze the reasons for teachers’ employment decisions: staying in their schools, moving to a different school, or leaving education. The report finds that teachers’ career decisions were most influenced by how successful they felt in their classrooms and by the level of support they received from their school.

Johnson, S. M., Birkeland, S. E., Donaldson, M. L., Kardos, S. M., Kauffman, D., Liu, E., & Peske, H.G. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.

This book includes chapters by different authors about topics relating to the recruitment and retention of new teachers. The authors are from Harvard’s Next Generation of Teachers Project.

Johnson, S. M., & Donaldson, M. L. (2007). Overcoming the obstacles to leadership. *Educational Leadership*, 65(1), 8–13. Retrieved July 8, 2008, from <http://teachersnetwork.org/tnli/readings/Overcoming%20the%20Obstacles%20to%20Leadership.pdf>

This article describes the benefits of teacher leadership and the obstacles many teachers face as they seek to take on leadership roles, as well as how school leadership can support teacher leaders. In particular, the article notes the benefits and obstacles “second state teachers”—those with four to 10 years of experience—experience as teacher leaders.

Johnson, S. M., Kardos, S. M., Kauffman, D. Liu, E., & Donaldson, M. L. (2004). The support gap: New teachers’ early experiences in high-income and low-income schools. *Education Policy Analysis Archives*, 12(61). Retrieved July 8, 2008, from <http://epaa.asu.edu/epaa/v12n61/>

Using teacher responses from surveys on the topics of hiring, mentoring, and curriculum, this article finds that new teachers in low-income schools are less likely than those in high-income schools to have been hired in a timely manner, to have mentors, and to have an aligned and articulated, yet flexible, curriculum. Consequently, these conditions affect the job satisfaction of teachers in low-income schools and the performance of their students.

Joyce, B., & Showers, B. (1996). Staff development as a comprehensive service organization. *Journal of Staff Development*, 17(1), 2–6.

This opinion article shares components that are necessary for a quality staff development system, focusing on structural concerns.

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.

Kapadia, K., Coco, V., & Easton, J. Q. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools*. Chicago: Consortium on Chicago School Research. Retrieved July 8, 2008, from [http://ccsr.uchicago.edu/publications/keeping\\_new\\_teachers012407.pdf](http://ccsr.uchicago.edu/publications/keeping_new_teachers012407.pdf)

The researchers conducted a survey of teachers in the Chicago Public School system to determine teachers' job satisfaction and plans for the following year. They analyzed whether participation in an induction program improved teacher opinion and retention and concluded that an induction program by itself does not. Teachers must have strong mentor and other support in order to improve job satisfaction and retention.

Kersaint, G., Lewis, J., Potter, R., & Meisels, G. (2007). Why teachers leave: Factors that influence retention and resignation. *Teaching and Teacher Education*, 23(6), 775–794.

The theory of planned behavior provides the theoretical framework for this research article, which examines the reasons teachers decide to leave or return to the classroom and compares the opinions regarding the reasons that “leavers” and teachers remain in the profession.

Klingel, S. (2003). *Interest-based bargaining in education: A review of the literature and current practice*. Washington, DC: National Education Association. Retrieved July 8, 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.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Burlington, MA: Butterworth-Heinemann Publishers.

This book describes the essential elements of adult learning theory and practice.

Laine, S. (2007, December 21). “Gen Y” teachers want to innovate; education leaders lag behind. *Education Week*. Retrieved July 8, 2008, from [http://www.edweek.org/ew/articles/2007/12/21/17laine\\_web.h27.html?print=1](http://www.edweek.org/ew/articles/2007/12/21/17laine_web.h27.html?print=1) (subscription required).

Author Sabrina Laine argues that “Gen Y” teachers have different expectations about work than teachers from previous generations and that school districts are going to need to meet the needs of these teachers so that they do not exit the profession, leaving schools with even more severe teacher shortages.

Learning First Alliance. (2005). *A shared responsibility: Staffing all high-poverty, low-performing schools with effective teachers and administrators: A framework for action*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www.learningfirst.org/publications/staffing/> (free registration required).

Addressing the lack of quality teachers in high-poverty, low-performing schools, this eight-part framework states that hard-to-staff school districts should aspire to become places that excellent teachers would like to work, because teachers, like other professionals, make employment decisions based on market conditions.

Leithwood, K. A. & Poplin, M. S. (1992). The move toward transformational leadership. *Educational Leadership*, 49(5), 8–12. Retrieved July 8, 2008, from <http://www.edst.educ.ubc.ca/courses/EADM532/transformational1.pdf>

This article praises the move toward transformational leadership in schools that value the opinions of teachers and other stakeholders, encourage a collaborative atmosphere, and rely less on top-down decision making. The authors describe characteristics of transformational leaders based on three studies.

Levin, J., & Quinn, M. (2003). *Missed opportunities: How we keep high-quality teachers out of urban classrooms*. New York: New Teacher Project. Retrieved July 8, 2008, from <http://www.tntp.org/docs/reportfinal9-12.pdf>

This report describes the hiring conditions that compel high-quality teachers who have applied to hard-to-staff districts to find jobs elsewhere, including timelines for teacher notification of vacancies, union contracts, and budget uncertainty. It provides suggestions to help these districts improve their hiring practices and thus enable them to hire additional high-quality teachers.

Lieberman, J. M., & Wilkins, E. A. (2006). The professional development pathways model: From policy to practice. *Kappa Delta Pi Record*, 42(3), 124–128. Retrieved July 8, 2008, from [http://findarticles.com/p/articles/mi\\_qa4009/is\\_200604/ai\\_n17171385](http://findarticles.com/p/articles/mi_qa4009/is_200604/ai_n17171385)

This article provides a model for professional development that ensures alignment with student needs through alignment with the school improvement plan.

Liu, E. (2005, April). *Hiring, job satisfaction, and the fit between new teachers and their schools*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. Retrieved July 8, 2008, from [http://www.gse.harvard.edu/~ngt/Liu\\_AERA\\_2005\\_Hiring\\_and\\_Job\\_Satisfaction.pdf](http://www.gse.harvard.edu/~ngt/Liu_AERA_2005_Hiring_and_Job_Satisfaction.pdf)

This research article examines surveys of new teachers from four states and concludes that teachers who received an information-rich job preview during the hiring process reported higher job satisfaction than those who did not.

Liu, E., Johnson, S. M., & Peske, H. G. (2004). New teachers and the Massachusetts signing bonus program: The limits of inducements. *Educational Evaluation and Policy Analysis*, 26(3), 217–236. Retrieved July 8, 2008, from <http://www.gse.rutgers.edu/ContentScripts/genFile.asp?FileFieldName=AcrobatFormat&ContentItemID=res%5F1149&TableName=vwResources&MimeType=application%2Fpdf&VersionNumber=1>

This longitudinal qualitative study records the opinions of 13 of the original 59 recipients of the Massachusetts Signing Bonus Program. The decision to enter teaching was not influenced so much by the signing bonus, but rather by the alternate certification program that accompanied the program. It concludes that the program focused too much on inducements, recruitment, and individuals while overlooking capacity-building, retention, and schools.

Mathers, C., & Oliva, M. (with Laine, S. W. M.). (2008). *Improving instruction through effective teacher evaluation: Options for states and districts*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved July 8, 2008, from <http://www.tqsource.org/publications/February2008Brief.pdf>

This article describes the importance of teacher evaluation systems for improving teacher quality and student achievement, and it provides pros and cons of different components of many teacher evaluation systems. It suggests directions for state policy based on research and best practice.

McCarthy, M., & Guiney, E. (2004). *Building a professional teaching corps in Boston: Baseline study of new teachers in Boston's public schools*. Boston: Boston Plan for Excellence in the Public Schools.

This article reports the first-year results of the tracking of cohorts of new teachers working in Boston public schools and analyzes their job choices and opinions. It includes recommendations for schools and districts to improve their hiring of and support for new teachers.

Merriam, S. B. (Ed.). (2001). *The new update on adult learning theory*. San Francisco: Jossey-Bass.

This book discusses research, research, and scholarship in adult learning theory.

Moir, E. (2003). *Launching the next generation of teachers through quality induction*. Paper presented at the National Commission on Teaching and America's Future State Partners Symposium, Santa Cruz, California. Retrieved July 8, 2008, from <http://www.nctaf.org/documents/Moir2.doc>

In this paper, Ellen Moir reports on the characteristics of successful induction programs that promote teacher retention.

Moir, E., & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly*, 28(1), 109–114. Retrieved July 8, 2008, from [http://findarticles.com/p/articles/mi\\_qa3960/is\\_200101/ai\\_n8943644](http://findarticles.com/p/articles/mi_qa3960/is_200101/ai_n8943644)

This article explains how quality induction programs can improve teacher retention and student achievement and discusses five characteristics of quality induction: vision, commitment, mentoring, professional standards, and classroom-based learning.

Murnane, R. J., & Olsen, R. J. (1990). The effects of salaries and opportunity costs on length of stay in teaching: Evidence from North Carolina. *The Journal of Human Resources*, 25(1), 106–124.

This article uses longitudinal data collected from more than 13,000 teachers in North Carolina and concludes that teachers who earn higher salaries stay in teaching longer and that teachers with high test scores and in high-need subjects do not stay in teaching as long. The retention of teachers with higher test scores is less likely to be influenced by salary than teachers with lower test scores.

Murnane, R. J., & Olsen, R. J. (1989). The effects of salaries and opportunity costs on length of stay in teaching: Evidence from Michigan. *Review of Economics and Statistics*, 71(2), 347–352. Retrieved July 8, 2008, from <http://www.jstor.org/pss/1926983> (requires subscription).

Using data collected from more than 7,000 teachers in Michigan, the authors conclude that teacher retention is influenced by salary and opportunity cost (those with high test scores and those in high-need subjects have a higher opportunity cost). The authors suggest that beliefs about the economics of teacher retention need to be reinvestigated.

National Board for Professional Teaching Standards. (2002). *What teachers should know and be able to do: The five core propositions*. Southfield, MI: Author. Retrieved July 8, 2008, from [http://www.nbpts.org/UserFiles/File/what\\_teachers.pdf](http://www.nbpts.org/UserFiles/File/what_teachers.pdf)

NBPTS identifies five characteristics of accomplished teachers. Teachers are committed to students and their learning, know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning, think systematically about their practice and learn from experience, and are members of learning communities.

National Center for Performance Initiatives. (2008). *Organizational dynamics*. (Website). Retrieved July 8, 2008, from <http://www.performanceincentives.org/research/institutional.asp>

This statement describes the research direction of the National Center for Performance Initiatives (NCPI) as it investigates all aspects of pay for performance, including organizational dynamics as systems attempt to balance demands with support. NCPI's work includes an ongoing three-year research effort in Metropolitan Nashville Public Schools.

National Commission on Teaching and America's Future. (2007). *The high cost of teacher turnover*. (Policy Brief). Washington, DC: Author. Retrieved July 8, 2008, from [http://nctaf.org.zeus.silvertech.net/resources/research\\_and\\_reports/nctaf\\_research\\_reports/documents/CTTPolicyBrief-FINAL\\_000.pdf](http://nctaf.org.zeus.silvertech.net/resources/research_and_reports/nctaf_research_reports/documents/CTTPolicyBrief-FINAL_000.pdf)

This article investigates the high cost of teacher turnover in terms of financial resources, teacher quality, and student achievement. It provides recommendations for reducing costs while improving the quality of teachers.

National Comprehensive Center for Teacher Quality. (n.d.). *Key issue: Hiring and placement practices*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www2.tqsource.org/strategies/atrisk/Hiring.pdf>

This article gives suggestions and 28 resources for improving district hiring and placement practices. The article begins with a scenario and ends with two real-life examples.

National Comprehensive Center for Teacher Quality. (n.d.). *Key issue: Performance-based pay*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www2.tqsource.org/strategies/atrisk/Performance.pdf>

This article provides suggestions and 70 resources for districts considering performance-based pay. The article begins with a scenario and ends with two real-life examples.

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 July 8, 2008, from <http://www.publicagenda.org/reports/lessons-learned-new-teachers-talk-about-their-jobs-challenges-and-long-range-plans-issue-no-1>

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.

National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: Author. Retrieved July 2, 2008, from <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

The National Council for Accreditation of Teacher Education (NCATE) is responsible for accrediting institutions of higher education that prepare educators. Its standards, revised in 2008 to reflect the needs of a 21st century education, include characteristics of accredited institutions, of new teachers graduating from accredited institutions, and of the work done by new teachers in accredited institutions.

National Education Association. (2003). *Meeting the challenges of recruitment & retention: A guidebook on promising strategies to recruit and retain qualified and diverse teachers*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www.nea.org/teachershortage/images/rrg-full.pdf>

This report by the National Education Association provides strategies for the recruitment and retention of qualified teachers and includes examples from districts and programs.

National Governors Association Center for Best Practices. (2007). *Improving teaching through pay for contribution*. Washington, DC: Author. Retrieved July 8, 2008, from <http://www.nga.org/files/pdf/0711improvingteaching.pdf>

This article provides an overview of current teacher compensation systems, notices the shortfalls, and then describes teacher compensation reform strategies (including performance, hard-to-staff-school, skill shortage, and advanced role pay), as well as initiatives related to these reform strategies, such as value-added systems that track student achievement.

National Staff Development Council. (2001). *Standards for staff development*. (Website). Retrieved July 8, 2008, from <http://www.nsd.org/standards/index.cfm>

The National Staff Development Council (NSDC) has reviewed research to identify 12 characteristics of effective professional development that fall within three categories: context, process, and content.

No Child Left Behind Act of 2001, Pub. L. No. 107–110, 115 Stat. 1425. (2002). Retrieved August 12, 2008, from <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

This law directs state education policy if a state receives Title I federal funding.

O'Connor, K. A., Greene, H. C., & Anderson, P. J. (2006). *Action research: A tool for improving teacher quality and classroom practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. Retrieved July 8, 2008, from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/27/fb/d9.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/27/fb/d9.pdf)

This qualitative research report describes the experiences of 34 teachers conducting action research, identifies the most difficult aspects of action research, and analyzes how action research impacts future instructional decisions.

Odden, A., & Kelley, C. (2001). *Paying teachers for what they know and do: New and smarter compensation strategies to improve schools* (2nd ed.). Thousand Oaks, CA: Corwin Press.

This book describes teacher compensation reform strategies used across the country, applicable practices from the business world, three main approaches to teacher compensation, teacher motivation, and ways to plan and implement teacher compensation alternatives.

Odden, A. R., Milanowski, A., & Heneman, H. G. (2007). Policy and professionals: commentary. In S. H. Fuhrman, D. K. Cohen, & F. Mosher (Eds.), *The state of education policy research*. New York: Routledge. 337–348.

This commentary article is the final chapter in the book *The State of Education Policy Research*.

Oliver, R. M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved July 2, 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.

Pankake, A., & Moller, G. (2007). What the teacher leader needs from the principal. *Journal of staff development*, 28(1), 32–34, 36.

This article describes eight strategies that principals can use to support teacher-leaders in coaching positions, to help teacher leaders be the most effective and to increase shared leadership.

Podgursky, M. J., & Springer, M. G. (2007). Teacher performance pay: A review. *Journal of Policy Analysis and Management*, 26(4), 909–949. Retrieved July 2, 2008, from [http://web.missouri.edu/~podgurskym/papers\\_presentations/reports/Podgursky%20and%20Springer.pdf](http://web.missouri.edu/~podgurskym/papers_presentations/reports/Podgursky%20and%20Springer.pdf)

This article discusses the history of teacher compensation systems and gives examples of current performance pay systems in Colorado, Florida, Texas, and other locations. It discusses the arguments for and against performance pay.

Portin, B. S., Alejano, C. R., Knapp, M. S., & Marzolf, E. (2006). *Redefining roles responsibilities and authority of school leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved July 2, 2008, from <http://depts.washington.edu/ctpmail/PDFs/Roles-Oct16.pdf>

This report is part of a series investigating school leadership financed by the Wallace Foundation. It reviews current literature and researching and focuses on the roles, responsibilities, and authority school leaders need in this era of assessment and accountability in order to improve teaching and learning, examining common practices and questions surrounding the issue that remain unanswered.

Prince, C. D. (2002). *Higher pay in hard-to-staff schools: The case for financial incentives*. Arlington, VA: American Association of School Administrators. Retrieved July 2, 2008, from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1a/4e/aa.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/4e/aa.pdf)

This evaluative report states the problem that the highest quality teachers usually do not choose to work in the lowest-performing schools. The author's review of the literature and analysis of the recruitment and retention patterns of 600 teachers in New York City who accepted transfers to low-performing schools in order to get pay raises led to the following initial conclusions: incentives must be sizeable enough, target a need, and include a repayment requirement if teachers fail to remain at the schools.

Reeves, C., Emerick, S., & Hirsch, E. (2007, April). *Creating an atmosphere of trust: Lessons from exemplary schools*. Hillsborough, NC: Center for Teaching Quality. Retrieved July 2, 2008, from <http://www.ncptsc.org/trust%20brief.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.

Rumberger, R. W. (1987). The impact of salary differentials on teacher shortages and turnover: The case of mathematics and science teachers. *Economics of Education Review*, 6(4), 389–399.

This research article investigates relationships between teacher shortages, teacher salaries, and salaries in related fields.

School Communities That Work. (2002). *Find, deploy, support, and keep the best teachers and school leaders*. Providence, RI: Annenberg Institute for School Reform at Brown University.

This article discusses the importance of human resource management and introduces a framework for analyzing a human resource system based on best practice.

Schneider, M. (2004). *The educational adequacy of New Jersey public school facilities: Results from a survey of principals*. Newark, NJ: Education Law Center. Retrieved July 8, 2008, from [http://edlawcenter.org/ELCPublic/elcnews\\_040510\\_PrincipalsSurvey.pdf](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.

Schwartz, R. B., Wurtzel, J., & Olson, L. (2007, May). Attracting and retaining teachers. *OECD Observer*, 261. Retrieved July 8, 2008, from [http://www.oecdobserver.org/news/fullstory.php/aid/2235/Attracting\\_and\\_retaining\\_teachers.html](http://www.oecdobserver.org/news/fullstory.php/aid/2235/Attracting_and_retaining_teachers.html)

This article discusses initiatives in OECD member countries that are being used to address teacher shortages and retention by recruiting and retaining new teachers.

Shulman, J., Swanson, J., & Elliott, K. (2006). *Teacher to leader: Dilemmas in teacher leadership*. Silverdale, WA: Center for Strengthening the Teaching Profession. Retrieved July 8, 2008, from [http://cstp-wa.org/Navigational/Teacherleadership/CASES/CSTP\\_leadership\\_cases\\_final.pdf](http://cstp-wa.org/Navigational/Teacherleadership/CASES/CSTP_leadership_cases_final.pdf)

This article includes leadership cases by different authors describing experiences of teacher leaders involved in school, district, and national reform efforts. Each case is accompanied by discussion questions.

Smith, V. G. (2008). Selecting and developing an A+ staff. *NASSP Bulletin*, 92(1), 44–60.

This article explains the development of a professional development program that is used to select and develop high-quality teachers.

Spillane, J. P., & Diamond, J. D. (Eds.). (2007). *Distributed leadership in practice*. New York: Teachers College Press.

This book explains the concept of distributed leadership, how research can connect the theory to practice, and how distributed leadership would look on a day-to-day basis, including case studies from individual schools.

Spradlin, T. E., & Prendergast, K. A. (2006, Fall). Emerging trends in teacher recruitment and retention in the No Child Left Behind era. *Education Policy Brief*, 4(12). Bloomington, IN: Center for Evaluation and Education Policy. Retrieved July 8, 2008, from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/28/04/4d.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/04/4d.pdf)

This article summarizes other articles that discuss teacher recruitment and retention and looks at the teacher recruitment and retention issues in Indiana.

Stinebrickner, T. (1998). An empirical investigation of teacher attrition. *Economics of Education Review*, 17(2), 127–136.

This article uses data from a national longitudinal survey. It looks at the first teaching jobs of new certified teachers and notes that teachers are more responsive to increases in pay than to improved working conditions. The article includes a look at the variables of fertility and marriage.

Sweeney, B. W. (2007). *Leading the teacher induction and mentoring program*. (2nd Ed.). Thousand Oaks: Corwin Press.

This book provides a model for developing, planning, implementing, and monitoring teacher induction and mentoring programs, including templates and resources.

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.

Teachers Network Leadership Institute. (2005). *Successful school leadership: A view from the classroom*. New York City: Author.

The Teacher Network Leadership Institute discusses characteristics of good schools and teacher leadership, providing recommendations for policy that include the views of teachers.

Toch, T., & Rothman, R. (2008, January). *Rush to judgment: Teacher evaluation in public education*. Washington, DC: Education Sector Reports. Retrieved July 8, 2008, from [http://www.educationsector.org/usr\\_doc/RushToJudgment\\_ES\\_Jan08.pdf](http://www.educationsector.org/usr_doc/RushToJudgment_ES_Jan08.pdf)

Referring to other research, this article identifies the problems with current teacher evaluation systems and the consequences of them. It also identifies promising practices that may reshape teacher evaluation, a necessary requirement for creating a fair compensation system that innovates beyond the single salary schedule.

Urbanski, A., & O'Connell, C. (2003). *Transforming the profession of teaching: It starts at the beginning*. Washington, DC: National Commission on Teaching and America's Future. Retrieved August 12, 2008, from <http://www.nctaf.org/resources/archives/documents/Urbanski.doc>

This article discusses the professionalism of teaching, noting structures that work to professionalize it. The Rochester City School District in New York is used as an example.

Winter, P. A., & Melloy, S. H. (2005). Teacher recruitment in a school reform state: Factors that influence applicant attraction to teaching vacancies. *Educational Administration Quarterly*, 41(2), 349–372.

This quantitative research article appears in a peer-reviewed journal and reports new teacher reactions to job postings. It finds that teachers rate jobs at higher-performing schools higher than those at low-performing schools.