



STATEWIDE LEARNING NETWORK, November 2009 Bibliography on Effective Teaching and Related Issues

I. Race, Culture and Community in Schools

a. Achievement Gaps

Darling-Hammond, L, The Color Line in American Education: Race, Resources, and Student Achievement, *WEB DuBois Review*

“The result of this collision of new standards with old inequities is less access to education for many students of color, rather than more.”

Linver, M., Brooks-Gunn, J., & Kohen, D. (2002). Family processes as pathways from income to young children’s development. *Developmental Psychology*, 38 (5).

Neuman, S., & Celano, D. (2006). The knowledge gap: Implications of leveling the playing field for low-income and middle-income children. *Reading Research Quarterly*, 41 (2), 176-201.

Rathbun, A. & West, J. (2005). From kindergarten through third grade: Children’s beginning school experiences. *Educational Statistics Quarterly*, 6 (3). U. S. Department of Education, Washington, DC: National Center for Education Statistics.

b. Teaching in the community

Brice-Heath, S. (1996) Ways with words: Language, life, and work in communities and classrooms. New York: Cambridge University Press.

Caughy, M., Nettles, S. & Campo, P. (2007). Community influences on adjustment in first grade: An examination of an integrated process model. *Journal of Child Family Studies*, 16 (819-836).

Darling-Hammond and Bransford, eds. (2007) Teaching Diverse Learners (Chapter 7 in Preparing Teachers for a Changing World)

Fauth, R., Leventhal, T. & Brooks-Gunn, J. Welcome to the neighborhood? Long-term impacts of moving to low-poverty neighborhoods on poor children’s and adolescents’ outcomes. *Journal of Research on Adolescence*, 17 (249-284).

Finn, P. (1999). Literacy with an attitude: Educating working-class children in their own self-interest. New York: State University of New York.

Gonzalez, N., Moll, L.C., and Amanti, C. (2005). Funds of Knowledge: Theorizing Practices in Households and Classrooms, Lawrence Erlbaum Associates (April 30, 2005) (ISBN: 0805849173).

Ladson-Billings, G. (1994). The dreamkeepers: Successful teachers of African American children. San Francisco, CA: Josey-Bass.

Nieto, S. (1999). The light in their eyes: Creating multicultural learning opportunities. New York: Teachers College

Oakes, J., & Lipton, M. (1999). Teaching to change the world. Boston: McGraw-Hill.

Payne, Charles, Sympathy, Knowledge, and Truth: Teaching Black Children, (Chapter 4 in So Much Reform, So Little Change, Harvard Education Press, 2008)

Wooley, Michael E, Social Capital and School Success (Powerpoint presentation, Chicago, 2009)

Stresses the impact of supportive adults inside and outside of the school and neighborhood social capital on test scores and other achievement measures.

Woolley, M. E., Grogan-Kaylor, A., Gilster, M. E., Karb, R.A., Gant, L. M., Reischl, T. M. et al. (2008) Neighborhood social support, poor physical conditions, and academic achievement. *Children & Schools*

c. Does Race Matter?

Assessment of Diversity in America's Teaching Force: A Call to Action. (2004). National Collaborative on Diversity in the Teaching Force: Washington, DC.

Delpit, L. (1995, 2nd Edition 2006). Other people's children: Cultural conflict in the classroom. New York: The New Press.

Mehan, H. (1979). Learning lessons. Cambridge, MA: Harvard University Press.

Walsh, K., & Tracy, C. O. (2005). Increasing the odds: How good policies can yield better teachers. Washington, DC: National Council on Teaching Quality.
Reviews the literature about whether the race of teachers affects the achievement of students.

d. Community organizing and schools

Kavitha Mediratta, et.al. Organized Communities, Stronger Schools: A Preview of Research Findings Annenberg Institute for School Reform at Brown University 2008
One of the case studies in the Mott/Annenberg research concerns the creation of the Grow Your Own Teachers Program in Illinois.

Oakes, J. & Rogers, J.(2006) Learning Power: Organizing for Education and Justice, Los Angeles, CA: UCLA

Warren, M. (2001) Dry Bones Rattling: Community Building to Revitalize American Democracy. Princeton, NJ: Princeton University Press

e. Community characteristics and school success

Studies of neighborhoods provide data which reveal the complexity of relationships between school success and the ecological system in which children develop and learn. Fauth, Leventhal, & Brooks-Gunn (2007), Leventhal & Brooks-Gunn (2008), Emory, Caughy, Harris & Franzini (2008), Woolley, M. E., & Grogan-Kaylor, A. (2006) and Woolley, M. E., Grogan-Kaylor, A., Gilster, M. E., Karb, R. A., Gant, L. M., Reischl, T. M., et al. (2008) have all found that critical factors in children's school success include not just socioeconomic factors, but also social support both at school and home, adult expectations, beliefs and attitudes about school, and school culture.

II. Teacher preparation, qualifications, and certification

Darling-Hammond, L., Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure a Competent, Caring, and Qualified Teacher for Every Child, National Commission on Teaching and America's Future, 2000
www.stanford.edu/~ldh/publications/LDH-Solving-the-Dilemma.pdf

Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42).
<http://epaa.asu.edu/epaa/v13n42/v13n42.pdf>

“Uncertified TFA recruits are less effective than certified teachers, and perform about as well as other uncertified teachers. TFA recruits who become certified after 2 or 3 years do about as well as other certified teachers in supporting student achievement gains; however, nearly all of them leave within three years. Teachers' effectiveness appears strongly related to the preparation they have received for teaching.”

Darling-Hammond, L., Constructing Twenty-first Century Teacher Education, *Journal of Teacher Education*, in press

Charlie Clotfelter, Helen Ladd, Jacob Vigdor How and Why Do Teacher Credentials Matter for Student Achievement? CALDER Center, 2007
http://www.caldercenter.org/PDF/1001058_Teacher_Credentials.pdf

The research shows that the impact on student achievement of teacher certification and experience is greater for mathematics than for other subjects.

Daryl G. Morrison , Are You Highly Qualified? Helping You to Understand the Requirements for Being Highly Qualified As a Teacher. *Illinois Educational Association*, 2008
This is a summary of the current certification requirements in the State of Illinois

Nieto, Sonia, Schools for a New Majority: The Role of Teacher Education in Hard times *The New Educator*, v. 1, n. 1 (January-March, 2005), pp. 27-43

“Subject matter knowledge is important, of course, but if teachers do not learn how to question it, they simply replicate conventional wisdom and encourage students to be docile learners. A grasp of pedagogy is also vital, but if teachers do not develop meaningful relationships with their students, they will not succeed. In my ongoing work with teachers, I am finding instead that, in addition to subject matter knowledge and a mastery of pedagogy, the *qualities* that teachers develop before they enter the profession, as well as through their practice, are just as significant and, in some cases, even more so.”

Clewell, B. and Villegas, A. (2001). Absence Unexcused: Ending Teacher Shortages in High-Need Areas. The Urban Institute: Washington, DC.

http://www.urban.org/UploadedPDF/310379_AbsenceUnexcused.pdf.

Clewell, B. and Villegas, A. (2001). Ahead of the Class: A Handbook for Preparing New Teachers from New Sources. The Urban Institute: Washington, DC.

http://www.urban.org/UploadedPDF/ahead_of_the_class.pdf.

These two reports are the main documents from the evaluation of the Pathways Program, a multi-state demonstration project funded by the Wallace Foundation to find out whether non-teacher school employees and other persons with close ties to low-income communities could be prepared to be fully qualified and effective teachers; Pathways was a model for GYO.

Wakefield, Dara Screening teacher candidates: Problems with high-stakes testing *Educational Forum*, Summer 2003

Goldrick-Rab, S. (2006). Following their every move: An investigation of social-class differences in college pathways. *Sociology of Education*, 79 (1).

Jacobs, J., Berdowitz King, R. (2002). Age and college completion: A life-history analysis of women aged 15-44. *Sociology of Education*, 75 (3).

Taniguchi, H. & Kaufman, G. (2005). Degree completion among nontraditional college students. *Social Science Quarterly*, 86 (4).

Thomas, V. (2001). Educational experiences and transitions of reentry college women: Special considerations for African American female students. *The Journal of Negro Education*, 70 (3).

III. Teacher Retention

Allensworth, et.al. The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools, Consortium for Chicago School Research 2009

http://ccsr.uchicago.edu/publications/CCSR_Teacher_Mobility.pdf

A study of teacher mobility by race in the Chicago Public Schools found that schools turnover half of their teaching force every five years. The most influential factors in teachers' decisions to leave a school revolve around the environment they work in – student behavior, strong principal leadership, and an emphasis on collaboration and teacher influence. The role of school leadership, in the form of principal-teacher trust, instructional leadership, and giving teachers influence, decreased teacher mobility by anywhere from 4 to 5.7%.

DeAngelis and Pressley, Leaving Schools or Leaving the Profession: Setting Illinois' Record Straight on New Teacher Attrition. *Illinois Educational Research Consortium*, 2007

Frost, S. (2005). Here One Year, Gone the Next. Illinois ACORN: Chicago, IL.
http://www.acorn.org/fileadmin/ACORN_Reports/ACORN_turnover_study.pdf.

Ingersoll, R. (2003). Is There Really a Teacher Shortage? Center for the Study of Teaching and Policy: University of Washington.
http://www.gse.upenn.edu/inpress/Is_There_Really_a_Teacher_Shortage.pdf

Ingersoll provides the most recent national data on teacher turnover rates, using the Schools and Staffing Survey. He also studies the reasons teachers leave schools or the profession.

Miller, R. and Chait, R, Teacher Turnover, Tenure Policies, and the Distribution of Teacher Quality - Can High-Poverty Schools Catch a Break? *Center for American Progress*, 2008

National Commission on Teaching and America's Future. (2006) High Cost of Teacher Turnover.

IV. Elements of good teaching/Assessing Teachers

Berry, Jonathan, Review of Literature on Teacher Effectiveness, *Chicago, Grow Your Own Teachers*, 2008

Bransford, et.al. How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000) Commission of Behavioral and Social Sciences and Education (CBASSE)

Michael Pressley, Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon, 2001
<http://www.readingonline.org/articles/handbook/pressley/index.html>

Tomlinson, C. A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD.

Kennedy, Mary, Sorting Out Teacher Quality, *Phi Delta Kappan*, September 2008, pp.59-64

Danielson, Charlotte, The Framework for Teaching , Powerpoint Presentation, 2009
<http://www.lhup.edu/evalerio/Danielson%27s%20Framework.pdf>

Walker, Robert J., 12 Characteristics of an Effective Teacher, *Educational Horizons* Fall 2008

V. Testing and Assessment

Elena Silva, Measuring Skills for the 21st Century, *The Education Sector*, 2008

Darling-Hammond, L. and Wentworth, L. Benchmarking Learning Systems: Student Performance Assessment in International Context, Unpublished Report, 2009

Huebert and Hauser, eds. High Stakes: Testing for Tracking, Promotion, and Graduation
National Academy Press, 1999

VI. Grow Your Own Teachers

Madda, C. & Schultz, B. (in press) (Re)constructing the Potential of Multicultural Education
through Grow Your Own Teachers *Multicultural Perspectives*

Schultz, B. & Gillette, M. & Hill, D. (2007). A Theoretical Framework for Understanding Grow
Your Own Teachers. *Sophist's Bane*, 4 (1-2)