

# Effective Teacher Selection: From Recruitment to Retention (Rand Report)

Wise, Arthur E.

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# Effective Teacher Selection From Recruitment To Retention

**Arthur E. Wise**



## **Effective Teacher Selection From Recruitment To Retention:**

**Effective Teacher Selection** ,1987 *Effective Teacher Selection* Arthur E. Wise,Linda Darling-Hammond,Barnett Berry,1987 Case studies were conducted in six school districts nationwide to examine teacher selection in terms of policy and organizational context organizational characteristics selection processes and effects Interviews were conducted in each district with directors of personnel superintendents staff involved in the selection process directors of curriculum and instruction directors of research and local teachers organization officials At representative schools principals recently hired teachers and more senior teachers were interviewed and other relevant data gathered This report details the findings for each of the districts studied and assesses aspects of each school district s procedures Conclusions and recommendations to improve teacher selection recruitment screening hiring placement induction and evaluation processes are presented These involve the enhancement of the efficacy of state and local policies for recruitment efforts tighter bonds between recruitment and hiring decisions recognition and balancing of the varying operational definitions of a good teacher recognition of the effects of the hiring process on teachers need to place teachers carefully in the appropriate setting and school need for comprehensive induction plans for new teachers and development of a special evaluation program specifically for beginning teachers CB Effective Teacher Selection Arthur E. Wise,1987 **Improving the Selection of Teachers** Laurie Maxwell,1987 **Selected Rand Abstracts** Rand Corporation,1987 Includes publications previously listed in the supplements to the Index of selected publications of the Rand Corporation Oct 1962 Feb 1963 **Teacher Preparation Initiatives** United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families,1998 This hearing focused on the subject of teacher recruitment and preparation The hearing began with opening statements by several Congressmen the Honorable Frank Riggs Matthew Martinez William Gooding George Miller and Robert Scott Following the opening statements were statements by the Honorable Eugene Hickock Secretary of Education Commonwealth of Pennsylvania Mr E D Hirsh Jr President Core Knowledge Foundation Charlottesville VA Dr Eric Hanushek Director W Allen Wallis Institute of Political Economy University of Rochester NY Dr Richard Ingersoll Professor of Sociology University of Georgia Athens Ms C Emily Feistritzer President National Center for Educational Information Washington DC Dr Dale Ballou Professor of Economics University of Massachusetts MA Ms Kati Haycock President the Education Trust Inc Washington DC Mr Paul F Steidler Director Alexis de Toqueville Institution Arlington VA and Mr Barnett Berry Associate Director for Policy and State Relations National Commission on Teaching and America s Future Columbia SC Statements and written testimony are appended The appendixes also include two reports by the National Commission on Teaching and America s Future 1 What Matters Most Teaching for America s Future and 2 Doing What Matters Most Investing in Quality Teaching SM Resources in Education ,1996-04 Teachers and Teacher Education in the Post-Soviet Context of Kazakhstan ,2025-03-27 Teachers and Teacher Education in the Post Soviet Context of Kazakhstan

uncovers how the national teacher education system has evolved from its Soviet roots aiming to meet the demands of the 21st century Featuring contributions from leading experts this book explores key topics like the internationalization of teacher education professional teacher development teacher identities recruitment retention gender equity in teacher education and teacher well being With insights from empirical research lived experiences and real world case studies this book offers fresh perspectives for policymakers educators and researchers looking to engage with Kazakhstan s educational reforms Contributors are Ainur Almukhambetova Nazgul Anarbek Arman Asssanbayev Daniel Hernandez Torrano Laura Ibrayeva Aiida Kulsary Kairat Kurakbayev Zhadyra Makhmetova Tsedisio Michael Makoelle Aigerim Mynbayeva Gulnara Namyssova Dana Nygmetzhanova Assel Sharimova Elaine Sharplin Mir Afzal Tajik Lyazat Turmukhambetova and Elaine Wilson

**Ten Things You Need to Know Before You Interview for a Teaching Job** Dr. Nancy Maynes, Dr. Glynn Sharpe, 2013-09-19 This book provides easily accessible guidance for new teachers who are planning to apply for their first teaching job The ideas in the book garnered from years of experience hiring teachers at all levels of the public school system are organized in time order providing teacher applicants with timely and specific details about how to prepare for each step of the interview process This is a book that every aspiring teacher should own [Effective Teacher Interviews](#) Jennifer L. Hindman, 2014-10-07 Teacher quality is the school related factor that most affects student learning so selecting the best candidate for open teaching positions has enormous implications In [Effective Teacher Interviews](#) Jennifer L Hindman provides practical advice on how to conduct hiring interviews that reliably predict a teacher s success including guidance on applying research to the interview process developing meaningful legal interview questions assembling and training an interview team matching candidates skills to your schools needs and using the best interview strategies With these tips on refocusing the interview process you ll be better prepared to select and hire the teachers who will make a positive difference for your students and your school

**Handbook of Research in Education Finance and Policy** Helen F. Ladd, Margaret E. Goertz, 2014-12-17 Sponsored by the Association for Education Finance and Policy AEFPP the second edition of this groundbreaking handbook assembles in one place the existing research based knowledge in education finance and policy with particular attention to elementary and secondary education Chapters from the first edition have been fully updated and revised to reflect current developments new policies and recent research With new chapters on teacher evaluation alternatives to traditional public schooling and cost benefit analysis this volume provides a readily available current resource for anyone involved in education finance and policy The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them Chapters show how decision making in school finance inevitably interacts with decisions about governance accountability equity privatization and other areas of education policy Because a full understanding of important contemporary issues requires inputs from a variety of perspectives the Handbook

draws on contributors from a number of disciplines Although many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand This comprehensive balanced and accessible resource provides a wealth of factual information data and wisdom to help educators improve the quality of education in the United States

Teachers Matter Christopher Day, Pam Sammons, Gordon Stobart, Alison Kington, Qing Gu, 2007-03-16 Teachers Matter offers the most definitive portrait of teachers lives and work to date At a time when teaching standards are high on the political and social agenda the quality and commitment of teaching staff is seen as paramount and they are viewed as pivotal to the economic and social well being of society But What are the influences that help or hinder teachers commitment Is there an association between commitment and pupil attainment Why are teachers identities important What are teachers needs and concerns in different professional life phases Does school context count Based on a DfES funded study of 300 teachers in 100 primary and secondary schools in England the authors identify different patterns of influence and effect between groups of teachers which provide powerful evidence of the complexities of teachers work lives identity and commitment in relation to their sense of agency well being resilience and pupil attitudes and attainment This in turn provides a clear message for teachers teachers associations school leaders and policy makers in understanding and supporting the need to build and sustain school and classroom effectiveness The book addresses issues such as the importance of career development the relationships between school leadership culture and teachers lives maintaining a work life balance identity and well being and the connection between commitment resilience and effectiveness in the classroom Original and highly relevant Teachers Matter is invaluable reading for teachers head teachers researchers and teacher educators

Personnel Management for Effective Schools John T. Seyfarth, 1996 Emphasizing the relationship of personnel management to student learning this work also focuses on personnel practice in schools with site based management It shows practical applications for research related to personnel practice

**Teacher Selection: Evidence-Based Practices** Robert M. Klassen, Lisa E. Kim, 2021-09-28 Marketing text This book combines theory and research from educational and organizational psychology to provide guidance on improving the teacher selection process and subsequently educational outcomes for all students The book identifies the characteristics of effective teachers analyzes research on selection practices and examines new approaches to teacher selection recruitment and development The central premise of the book is that improving the effectiveness of teachers and thus students educational outcomes can be achieved by making the recruitment and selection process more effective and more efficient Accordingly the book describes how to identify and select individuals for the teaching profession who display both strong cognitive attributes e g subject knowledge and essential non cognitive attributes such as resilience commitment to the profession and motivation for teaching Key topics Teacher selection practices from the viewpoint of organizational and educational psychology Teacher effectiveness and the role of individual attributes Situational judgment tests SJTs and multiple mini interviews MMIs for teacher selection

Implementation of teacher selection programs Teacher recruitment and development Given its scope the book represents an essential reference guide for scholars educational leaders and policymakers and graduate students in educational leadership programs as well as professionals in child and school psychology educational psychology teaching and teacher education

*Who's in Charge Here?* Noel Epstein, 2004-09-27 Few Americans are aware that their nation long ago created a separate government for education supposedly to shield it from political interference Some experts believe that at the heart of today's school debates is a push to put the larger government presidents governors mayors in the drivers seat or even to dump democratic school governance entirely The results are mixed One clear result however is a vexing tangle of authority and accountability Whos in Charge Here untangles it all *Monthly Catalog of United States Government Publications*, 1990

*California. Court of Appeal (2nd Appellate District). Records and Briefs* California (State)., *Quality and Change in Teacher Education* John Chi-kin Lee, Christopher Day, 2016-02-25 How teachers may be better educated for a changing global world is a challenge that faces many systems of education worldwide This book addresses key issues of quality and change in teacher education in the context of the new public management achievement agendas which are permeating teacher education structures cultures and programmes and the work of teacher educators internationally Graduate schools of education in the United States and the UK for example are making fundamental changes in the structures courses programs and faculties that prepare beginning teachers each year Drawing upon examples from the United States United Kingdom China Hong Kong Australia and elsewhere its authors provide a unique critical overview of emerging themes and challenges of raising the quality of teaching and the quality of student learning outcomes They suggest possible ways forward for teachers teacher educators researchers and policy makers as they seek to raise the quality of teaching and student outcomes whilst sustaining their moral purposes and values of equity inclusion and social justice Taken together the chapters contain informed critical discussions of normal education and teacher education of professional standards 4 2 1 post degree training PGDE versus BEd integration of subject specializations and professional education Each one provides new visions of the teacher as a professional and to cultivate high quality teachers in the West and the Greater China region For all those interested in issues of quality change and forward movement in teacher education in contexts of policy led reform this is a must read

**PISA Effective Teacher Policies Insights from PISA** OECD, 2018-06-11 This report building on data from the Indicators of Education Systems INES programme the Teaching and Learning International Survey TALIS and the Programme for International Student Assessment PISA **National Conference on Studies in Teaching** Nathaniel Lees Gage, Kent Viehoever, 1975

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## **Table of Contents Effective Teacher Selection From Recruitment To Retention**

1. Understanding the eBook Effective Teacher Selection From Recruitment To Retention
  - The Rise of Digital Reading Effective Teacher Selection From Recruitment To Retention
  - Advantages of eBooks Over Traditional Books
2. Identifying Effective Teacher Selection From Recruitment To Retention
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Effective Teacher Selection From Recruitment To Retention
  - User-Friendly Interface
4. Exploring eBook Recommendations from Effective Teacher Selection From Recruitment To Retention
  - Personalized Recommendations
  - Effective Teacher Selection From Recruitment To Retention User Reviews and Ratings
  - Effective Teacher Selection From Recruitment To Retention and Bestseller Lists
5. Accessing Effective Teacher Selection From Recruitment To Retention Free and Paid eBooks
  - Effective Teacher Selection From Recruitment To Retention Public Domain eBooks
  - Effective Teacher Selection From Recruitment To Retention eBook Subscription Services
  - Effective Teacher Selection From Recruitment To Retention Budget-Friendly Options

6. Navigating Effective Teacher Selection From Recruitment To Retention eBook Formats
  - ePub, PDF, MOBI, and More
  - Effective Teacher Selection From Recruitment To Retention Compatibility with Devices
  - Effective Teacher Selection From Recruitment To Retention Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Effective Teacher Selection From Recruitment To Retention
  - Highlighting and Note-Taking Effective Teacher Selection From Recruitment To Retention
  - Interactive Elements Effective Teacher Selection From Recruitment To Retention
8. Staying Engaged with Effective Teacher Selection From Recruitment To Retention
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Effective Teacher Selection From Recruitment To Retention
9. Balancing eBooks and Physical Books Effective Teacher Selection From Recruitment To Retention
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Effective Teacher Selection From Recruitment To Retention
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Effective Teacher Selection From Recruitment To Retention
  - Setting Reading Goals Effective Teacher Selection From Recruitment To Retention
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Effective Teacher Selection From Recruitment To Retention
  - Fact-Checking eBook Content of Effective Teacher Selection From Recruitment To Retention
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements



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