

WORKING ON PARTNERSHIPS: A DISCUSSION

DISCUSSION FRAMEWORK FOR SUPERINTENDENTS AND LOCAL AFT LEADERS

A paper intended to frame the pre-meeting conversations around issues related to teaching quality.

IDEAS TO JUMP-START THE DISCUSSION: SUPERINTENDENTS

An attempt to summarize the discussion among superintendents.

IDEAS TO JUMP-START THE DISCUSSION: UNION PRESIDENTS

An attempt to summarize the discussion among local union presidents.

TABLE TALK

Linda Kaboolian, *Education Next*, Summer 2006

The chair of the Public Sector Labor-Management Program at Harvard University's Kennedy School of Government makes a case for increased labor-management collaboration.

EXAMPLES: BLAMING THE UNION

STRIKE PHOBIA

Frederick M. Hess & Martin R. West, *Education Next*, Summer 2006

The authors argue that teachers' unions operate out of simple self-interest, that administrators and school board members who believe in working collaboratively for improvements are suffering from a utopian delusion, and that this belief "has been a crippling handicap for America's schools."

IS \$34.06 PER HOUR 'UNDERPAID'?

Jay P. Greene Marcus A. Winters, *The Wall Street Journal*, February 2, 2007

Using discredited methodology, the authors find that "teachers are better paid than most other professionals" in the nation.

UNION POWER AND THE EDUCATION OF CHILDREN

Terry M. Moe, *Collective Bargaining in Education*, Hannaway & Rotherham (eds), 2006

Argues that, "through collective bargaining, the teachers unions shape the organization and performance of the public schools from the bottom up. ... They use their power to protect the status quo and to prevent the adoption of changes that, if wisely designed, could improve the schools and benefit children."

FROZEN ASSETS: RETHINKING TEACHER CONTRACTS COULD FREE BILLIONS FOR SCHOOL REFORM

Marguerite Roza, *Education Sector*, January 2007

Using hard-to-follow and apparently erroneous data sources, the author attempts to build the case that teacher contracts prevent \$77 billion in money spent on K-12 education from being better used to improve schools. Where is the misspent money going? Toward teacher pensions (actually outside the scope of collective bargaining in many states) and some of the few things that have real empirical data to show that they make a difference to student achievement—such as maintaining an experienced and qualified teaching force (through increased salaries for experienced) and smaller class sizes for young students. And though she acknowledges "the fact that many of the policies and practices mandated by collective-bargaining contracts also exist in states and school districts where teachers do not have collective-bargaining rights," unions are somehow still to blame.