

TEACHER WORKING CONDITIONS AND STUDENT LEARNING

TEACHER WORKING CONDITIONS IN TURNAROUND TEAM HIGH SCHOOLS

Eric Hirsch and Scott Emerick, *TQ Resources Brief*, Center for Teaching Quality, June 2006

This brief provides an analysis of North Carolina survey data to describe working conditions in the high schools that are most in need of improvement. While teachers in the high-priority schools are much less likely to note the presence of positive working conditions in all areas studied in the survey, three areas were found to be of particular concern given the gaps between Turnaround Team and other high schools: time, empowerment and leadership.

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

Rochkind, Ott, Immerwahr, Doble, & Johnson, Public Agenda and the National Comprehensive Center for Teacher Quality, 2007

According to this report, new teachers in middle and high school feel most vulnerable to challenging teaching conditions. Compared to new teachers in elementary schools, high school and middle school teachers are much more concerned about administrative support, more frustrated by student motivation and behavior, less likely to see teaching as a lifelong career choice, and less likely to believe that all students can achieve in school than new teachers in elementary schools.

SETTING THE STAGE FOR STRONG STANDARDS: ELEMENTS OF A SAFE AND ORDERLY SCHOOL

American Federation of Teachers, 2003

In poll after poll, parents, teachers and school staff say that school safety and order are their highest school priorities. Educators know that other efforts to improve schools will not be effective without an orderly and safe learning environment. Disorderly schools severely compromise opportunities to learn. Based on research and teacher experience, the AFT describes seven essential elements to support safe and orderly schools.