

## Selected Organizations With an Interest in Teacher Quality

<b>AACTE</b>	
<b>Full name</b>	American Association of Colleges for Teacher Education
<b>URL</b>	<a href="http://www.aacte.org">http://www.aacte.org</a>
<b>Description</b>	“To promote the learning of all PK–12 students through high-quality, evidence-based preparation and continuing education for all school personnel.”
<b>Key people</b>	Sharon P. Robinson, President and Chief Executive Officer
<b>Funding</b>	Funded by AACTE through member colleges and universities.
<b>Research, projects, and/or resources</b>	Includes national and regional news, research, “legislative tracking,” and a few original publications focusing on teacher quality through teacher preparation.
<b>AAE</b>	
<b>Full name</b>	Association of American Educators
<b>URL</b>	<a href="http://www.aaeteachers.org">http://www.aaeteachers.org</a>
<b>Description</b>	AAE “is the largest national, non-union, professional teacher association, advancing the profession through professional development, teacher advocacy and protection, as well as promoting excellence in education, so that our members receive the respect, recognition and reward they deserve.”
<b>Key people</b>	Gary Beckner, Executive Director; Tracey Bailey, Director of Education Policy; Heather Reams, Director of Communications
<b>Funding</b>	Funded through membership dues, private donations to the Association of American Educators Foundation.
<b>Research, projects, and/or resources</b>	AAE offers professional member benefits such as liability insurance and legal protection, professional development, newsletters, scholarships, classroom mini-grants, and a voice on educational issues. The AAE Foundation conducts professional development seminars for teachers, holds public workshops and symposia for educators and the public to exchange information on improving education, disseminates a periodical ( <i>Education Matters</i> ), and provides scholarships and grants to worthy teachers and other charitable and educational organizations.

<b>AAEE</b>	
<b>Full name</b>	American Association for Employment in Education
<b>URL</b>	<a href="http://www.aee.org">http://www.aee.org</a>
<b>Description</b>	AAEE is an international, professional organization which serves the staffing needs of education professionals at colleges, universities, and school districts whose members are school personnel/HR administrators and college and university career center administrators.
<b>Key people</b>	Dawn Scheffner Jones, President; Doug Peden, President-Elect; BJ Bryant, Executive Director
<b>Funding</b>	Funded through membership fees, publications, and annual conference.
<b>Research, projects, and/or resources</b>	Disseminates information on the educational marketplace and the job search process. Promotes ethical standards and practices in the employment process. Provides opportunities for training, networking, and the exchange of information about current practices, research, and innovations. Promotes dialogue and cooperation among institutions which prepare educators and institutions which provide employment opportunities.
<b>ABCTE</b>	
<b>Full name</b>	American Board for Certification of Teacher Excellence
<b>URL</b>	<a href="http://www.abcte.org">http://www.abcte.org</a>
<b>Description</b>	“The American Board for Certification of Teacher Excellence (ABCTE) is dedicated to recruiting, certifying and supporting excellent teachers essential for achieving student success.”
<b>Key people</b>	David W. Saba, President; Anthony J. Colón, Chairman, Board of Directors; Michael Beck, President, Technical Advisory Committee
<b>Funding</b>	Federally funded; but original federal funds are expiring. In 2007, ABCTE received a \$6 million grant from U.S Department of Education to develop a minority teacher recruitment initiative.
<b>Research, projects, and/or resources</b>	ABCTE has developed the “Passport to Teaching” certification program, a reading certificate program and is in the process of developing a master teacher certification. Evaluation and survey research and policy resources also are available.

<b>Achieve</b>	
<b>Full name</b>	Achieve, Inc.
<b>URL</b>	<a href="http://www.achieve.org">http://www.achieve.org</a>
<b>Description</b>	Achieve, Inc. “helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.”
<b>Key people</b>	Michael Cohen, President; Matt Gandal, Executive Vice President
<b>Funding</b>	Privately sponsored by numerous companies and organizations (for full list, see <a href="http://www.achieve.org/node/293">www.achieve.org/node/293</a> ).
<b>Research, projects, and/or resources</b>	Involved in research and advocacy/outreach as well as benchmarking educational standards and “making sure every high school graduate is prepared for college or work.”
<b>AERA</b>	
<b>Full name</b>	American Educational Research Association
<b>URL</b>	<a href="http://www.aera.net">http://www.aera.net</a>
<b>Description</b>	“The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.”
<b>Key people</b>	Felice J. Levine, Executive Director; Phoebe H. Stevenson, Deputy Executive Director; George Wimberly, Director, Social Justice and Professional Development
<b>Funding</b>	Nonprofit organization financed by member fees, publications, etc.
<b>Research, projects, and/or resources</b>	Seven of 12 divisions relate to teacher quality: curriculum studies; learning and instruction; measurement and research methodology; school evaluation and program development; postsecondary education; teaching and teacher education; and educational policy and politics.
<b>AFT</b>	
<b>Full Name</b>	American Federation of Teachers
<b>URL</b>	<a href="http://www.aft.org">http://www.aft.org</a>
<b>Description</b>	AFT is an affiliated international union of the AFL-CIO, founded to represent the economic, social, and professional interests of classroom teachers.
<b>Key People</b>	Edward J. McElroy, President; Nat LaCour, Secretary-Treasurer; Antonia Cortese, Executive Vice President
<b>Funding</b>	Main source of funding is per capita tax revenue from local members.
<b>Research, projects, and/or resources</b>	Through its Center for School Improvement, AFT provides technical assistance, professional development, and information to state, district, and school educators, parents, and the community about working toward school improvement as defined by NCLB. AFT website includes information and resources about the school improvement process, financial resources, and help with contract language to support the improvement of schools in need.

<b>ASHA</b>	
<b>Full Name</b>	American Speech-Language-Hearing Association
<b>URL</b>	<a href="http://www.asha.org">http://www.asha.org</a>
<b>Description</b>	ASHA is a professional, scientific, and credentialing association that seeks to “promote the interests of and provide the highest quality services for professionals in audiology, speech-language pathology, and speech and hearing science, and to advocate for people with communication disabilities.”
<b>Key People</b>	Noma B. Anderson, President; Kate Gottfred, President-Elect; Arlene A. Pietranton, Executive Director
<b>Funding</b>	Primary sources of revenue from membership dues, annual convention, continuing education, educational programs and products, investments, and publications.
<b>Research, projects, and/or resources</b>	Website includes conference information, publications, certification, professional development, evidence-based practice, and advocacy resources for members, speech-language-hearing teachers and other professionals; provides research reports, demographics, grant, and funding information for researchers.
<b>ATE</b>	
<b>Full name</b>	The Association of Teacher Educators
<b>URL</b>	<a href="http://www.ate1.org/pubs/Home.cfm">http://www.ate1.org/pubs/Home.cfm</a>
<b>Description</b>	“The mission of the Association of Teacher Educators is to improve the effectiveness of teacher education through leadership in the development of quality programs to prepare teachers, by analyzing issues and practices relating to professional development, and by providing opportunities for the personal and professional growth of Association members.”
<b>Key people</b>	David A. Ritchey, Executive Director
<b>Funding</b>	Funded by member fees and by sponsorship from various companies and organizations.
<b>Research, projects, and/or resources</b>	In addition to setting standards for high-quality teacher education, ATE provides resources including books, the <i>Action in Teacher Education</i> journal, an annual conference, and links to online and technology resources.

<b>CCSSO</b>	
<b>Full name</b>	Council of Chief State School Officers
<b>URL</b>	<a href="http://www.ccsso.org">http://www.ccsso.org</a>
<b>Description</b>	“CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.”
<b>Key people</b>	Elizabeth Burmaster, President; Gene Wilhoit, Executive Director; Lois Adams-Rodgers, Deputy Executive Director
<b>Funding</b>	Partially funded through partnership initiatives.
<b>Research, projects, and/or resources</b>	Teacher quality project topics listed: arts education partnership; center for improving teacher quality; improving evaluation of professional development; interstate new teacher assessment and support consortium; national teacher of the year; science and mathematics education indicators; state education indicators; and state teacher quality network.
<b>CEC</b>	
<b>Full name</b>	Council for Exceptional Children
<b>URL</b>	<a href="http://www.cec.sped.org//AM/Template.cfm?Section=Home">http://www.cec.sped.org//AM/Template.cfm?Section=Home</a>
<b>Description</b>	“The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.”
<b>Key people</b>	Bruce Ramirez, Interim Executive Director; Richard Mainzer, Associate Executive Director of Professional Services
<b>Funding</b>	Funded by member dues, publications, and conference fees. ERIC Clearinghouse on Exceptional Children is through a federal grant.
<b>Research, projects, and/or resources</b>	Resources focus on effective classroom practices for children with special needs, news and issue briefs, and guidance for policy and advocacy. CEC provides publications, conferences, professional development, online resources, and educator awards.

<b>CECR</b>	
<b>Full Name</b>	Center for Educator Compensation Reform
<b>URL</b>	<a href="http://www.cecr.ed.gov">http://www.cecr.ed.gov</a>
<b>Description</b>	CECR works “to raise national awareness of alternative and effective strategies for educator compensation reform” by providing “information, tools, and resources to support Teacher Incentive Fund (TIF) grantees, policymakers, state officials, and district professionals with the design and implementation of educator compensation reform policies and programs.”
<b>Key People</b>	Babette Gutmann, Project Director; James W. Guthrie, Policy Director
<b>Funding</b>	Funded by the U.S. Department of Education.
<b>Research, projects, and/or resources</b>	Creates various guides and tools to assist TIF grantees and interested stakeholders with the conceptualization, design, implementation, and management of compensation reform programs. Website offers resources in the areas of case summaries, educator compensation reform, emerging issues, innovative ideas, and research syntheses, as well as an online library housing information on various education issues.
<b>CELA</b>	
<b>Full name</b>	The National Research Center on English Learning and Achievement
<b>URL</b>	<a href="http://cela.albany.edu">http://cela.albany.edu</a>
<b>Description</b>	“The Center on English Learning & Achievement (CELA) has been conducting research dedicated to gaining knowledge to improve students’ English and literacy achievement.”
<b>Key people</b>	Janet Angelis, Associate Director; Robert Bangert-Drowns and Pamela Grossman, Senior Researchers
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Current projects include a study of writing instruction and a study of literacy partnership implementation. Completed projects addressed instructional effectiveness, teacher education and professional development, and technology in literacy instruction.
<b>Center on Instruction</b>	
<b>Full name</b>	Center on Instruction
<b>URL</b>	<a href="http://www.centeroninstruction.org">http://www.centeroninstruction.org</a>
<b>Description</b>	“The Center on Instruction, a partnership of six organizations, provides resources and expertise to the Regional Comprehensive Centers in reading, mathematics, science, special education, and English language learners.”
<b>Key people</b>	Angela Penfold, Director
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Research and resources include scientifically based research and information on K–12 instruction in reading, mathematics, science, special education, and English language learning. Links are provided to materials by topic, research syntheses, and exemplars of best practices.

<b>CIERA</b>	
<b>Full name</b>	Center for the Improvement of Early Reading Achievement
<b>URL</b>	<a href="http://www.ciera.org">http://www.ciera.org</a>
<b>Description</b>	“The model that underlies CIERA’s efforts acknowledges many influences on children’s reading acquisition. The multiple influences on children’s early reading acquisition can be represented in three successive layers, each yielding an area of inquiry of the CIERA scope of work.”
<b>Key people</b>	Joanne Carlisle, Codirector; Steven Stahl, Codirector; P. David Pearson and Virginia Richardson, Principal Investigators
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Three inquiry areas each present a set of persistent problems in the learning and teaching of beginning reading: characteristics of readers and texts, home and school effects, and policy and professional effects on early reading achievement.
<b>The Center for Public Education</b>	
<b>Full name</b>	The Center for Public Education
<b>URL</b>	<a href="http://www.centerforpubliceducation.org">http://www.centerforpubliceducation.org</a>
<b>Description</b>	“The Center serves as America’s one-stop shop for clear, concise, and trusted information about the nation’s elementary and secondary public schools, leading to more understanding about public education, more communitywide involvement in public schools, and better decision-making by leaders.”
<b>Key people</b>	Patte Barth, Director; Michael Resnick, Associate Executive Director
<b>Funding</b>	Privately sponsored by numerous companies and organizations.
<b>Research, projects, and/or resources</b>	Site areas include “Research and Practice,” “News and Reports,” and “Useful Resources.” Teacher quality is one aspect of their focus on improving public schools.

<b>CPRE</b>	
<b>Full name</b>	Consortium for Policy Research in Education
<b>URL</b>	<a href="http://www.cpre.org">http://www.cpre.org</a>
<b>Description</b>	“Created in 1985, the Consortium for Policy Research in Education (CPRE) unites researchers from seven of the nation’s leading research institutions ... in an effort to improve elementary and secondary education through practical research. CPRE’s work focuses on the relations between education policy and organization on the one hand, and school, classroom practice, and student learning on the other.”
<b>Key people</b>	Tom Corcoran, Richard Elmore, Margaret Goertz, and Allan Odden, Codirectors; Cohen, Heneman, Ingersoll, Loewenberg Ball, Milanowski, Rowan, and Spillane, CPRE Senior Researchers
<b>Funding</b>	Federally funded as well as funded by foundation grants and private donors (for list, see <a href="http://www.cpre.org/index.php?option=com_content&amp;task=view&amp;id=30&amp;Itemid=68">www.cpre.org/index.php?option=com_content&amp;task=view&amp;id=30&amp;Itemid=68</a> ).
<b>Research, projects, and/or resources</b>	“CPRE has conducted extensive research on the following issues, examining ways to bridge this gap as well as develop and sustain high-quality instruction: accountability, education governance, enhancing knowledge and capacity, improving instruction and learning, school finance and resource allocation, teacher quality and teacher compensation.”
<b>CREDE</b>	
<b>Full name</b>	Center for Research on Education, Diversity, and Excellence
<b>URL</b>	<a href="http://www.cal.org/crede">http://www.cal.org/crede</a>
<b>Description</b>	“Based at the University of California, Santa Cruz, CREDE assists the nation’s population of diverse students, including those at risk of educational failure, to achieve academic excellence. The purpose of CREDE’s research is to identify and develop effective educational practices for linguistic and cultural minority students such as those placed at risk by factors of race, poverty, and geographic location.”
<b>Key people</b>	Roland G. Tharp, Director; Yolanda Padrón, Codirector
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Six research program areas: language learning and academic achievement, professional development, family/peers/school and community, instruction in context, integrated reform and system studies, and assessment.

<b>CRESPAR</b>	
<b>Full name</b>	Center for Research on the Education of Students Placed at Risk
<b>URL</b>	<a href="http://www.csos.jhu.edu/crespar">http://www.csos.jhu.edu/crespar</a>
<b>Description</b>	“CRESPAR believes that schools must replace the ‘sorting paradigm’ with a ‘talent development’ model that sets high expectations for all students, and ensures that all students receive a rich and demanding curriculum with appropriate assistance and support.”
<b>Key people</b>	Robert Slavin, Johns Hopkins University, and A. Wade Boykin, Howard University in Washington, D.C., Program Directors
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Research and policy work guided by three themes: development of students’ strengths and talents, intervention to ensure successful developmental trajectories, and scaling up effective programs by disseminating successful strategies.
<b>CRESST</b>	
<b>Full name</b>	National Center for Research on Evaluation, Standards, and Student Testing
<b>URL</b>	<a href="http://www.cse.ucla.edu">http://www.cse.ucla.edu</a>
<b>Description</b>	“CRESST conducts research that improves assessment, evaluation, technology, and learning.”
<b>Key people</b>	Eva Baker, CRESST Director; Robert Linn, Robert Mislevy, Lauren Resnick, Richard Shavelson, and Lorrie Shepard, Researchers
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	“Our recent projects emphasize the following five themes: Assessments to Improve Learning and Performance, Advances in Evaluation Design and Methodology, Multimethod Evaluations of Program Quality, Technology Applications to Advance Assessment and Evaluation Practice, and Assessment and Evaluation Supporting Special Student Populations.”
<b>CRPE</b>	
<b>Full name</b>	Center on Reinventing Public Education
<b>URL</b>	<a href="http://www.crpe.org">http://www.crpe.org</a>
<b>Description</b>	“The Center seeks ways to make public education more effective, especially for disadvantaged children in big cities.”
<b>Key people</b>	Paul T. Hill, Director; Dan Goldhaber and Marguerite Roza, CRPE Researchers.
<b>Funding</b>	Funded by foundation grants and private donations.
<b>Research, projects, and/or resources</b>	Current projects focus on choice and charters, finance, leadership, policy, and teachers. Teacher quality publications address teacher recruitment, compensation, and effectiveness.

<b>CTP</b>	
<b>Full name</b>	Center for the Study of Teaching and Policy
<b>URL</b>	<a href="http://depts.washington.edu/ctpmail">http://depts.washington.edu/ctpmail</a>
<b>Description</b>	“The Center for the Study of Teaching and Policy, a consortium of several major universities, focuses on the systemwide improvement of learning and teaching and the development of a highly capable, committed teaching force.”
<b>Key people</b>	Michael Knapp, Center Director (University of Washington); Linda Darling-Hammond (Stanford University); Deborah Loewenberg Ball (University of Michigan); Richard Ingersoll (University of Pennsylvania)
<b>Funding</b>	Federally funded; projects receive additional funding from various foundations and private funders.
<b>Research, projects, and/or resources</b>	Projects focus on leadership (including the <i>Improving Leadership for Learning</i> series of reports) and school culture/organizational learning (including the “Marrying Organizational Learning and Socio-Cultural Learning Theories: How School Districts ‘Learn’ to Improve Instruction” invitational conference).
<b>CTQ</b>	
<b>Full name</b>	Center for Teaching Quality (formerly Southeast Center for Teaching Quality)
<b>URL</b>	<a href="http://www.teachingquality.org">http://www.teachingquality.org</a>
<b>Description</b>	“The Center for Teaching Quality improves student learning through developing teacher leadership, conducting practical research and engaging various communities.”
<b>Key people</b>	Barnett Berry, President and Chief Executive Officer; Ann Byrd, Chief Operating Officer; Linda Darling-Hammond and Art Wise, Board of Directors.
<b>Funding</b>	Sponsored by a startup grant from the BellSouth Foundation.
<b>Research, projects, and/or resources</b>	Comprehensive selection of teacher quality resources covers a multitude of topics related to teacher quality. Current work surrounds teacher leadership and working conditions.
<b>CTQ at Council of Chief State Officers</b>	
<b>Full name</b>	Center for Improving Teacher Quality
<b>URL</b>	<a href="http://www.ccsso.org/projects/Center_for_Improving_Teacher_Quality">http://www.ccsso.org/projects/Center_for_Improving_Teacher_Quality</a>
<b>Description</b>	“Ensuring that special education students are served by highly qualified teachers.”
<b>Key people</b>	Kathleen Paliokas, Project Director/Principal Investigator; Bonnie D. Jones, CTQ Project Officer
<b>Funding</b>	Federally funded by the Office of Special Education Programs.
<b>Research, projects, and/or resources</b>	Strategies to improve the preparation, licensing, and professional development of general and special education teachers of students with disabilities include hosting forums, conducting case studies, providing technical assistance, and creating state learning communities.

<b>ECS</b>	
<b>Full name</b>	Education Commission of the States
<b>URL</b>	<a href="http://www.ecs.org">http://www.ecs.org</a>
<b>Description</b>	“The mission of the Education Commission of the States is to help states develop effective policy and practice for public education by providing data, research, analysis and leadership; and by facilitating collaboration, the exchange of ideas among states, and long-range strategic thinking.”
<b>Key people</b>	Kathleen Sebelius, Chair; Tricia Coulter, Director, Teaching Quality and Leadership Institute
<b>Funding</b>	Funded by membership fees from states as well as by foundation grants, corporate support, and contracts.
<b>Research, projects, and/or resources</b>	Resources include newsletters, policy bulletins, teacher quality updates, policy research and analysis, conferences, customized technical assistance, various publications, and interactive databases.
<b>EPI</b>	
<b>Full name</b>	Economic Policy Institute
<b>URL</b>	<a href="http://www.epinet.org">http://www.epinet.org</a>
<b>Description</b>	EPI’s mission is “to inform people and empower them to seek solutions that will ensure broadly shared prosperity and opportunity.”
<b>Key people</b>	Lawrence Mishel, President; Jennifer King Rice, Richard Rothstein, and Sean Corcoran, EPI Researchers.
<b>Funding</b>	Funded by foundation grants as well as by individual, corporate, labor union, government, and other donations.
<b>Research, projects, and/or resources</b>	EPI publishes books, studies, issue briefs, and popular education materials; sponsors conferences and seminars; briefs policy makers; and provides technical support to national, state, and local activists and community organizations.

<b>Education Sector</b>	
<b>Full name</b>	Education Sector
<b>URL</b>	<a href="http://www.educationsector.org">http://www.educationsector.org</a>
<b>Description</b>	“Education Sector is an independent education think tank devoted to developing innovative solutions to the nation’s most pressing educational problems. We are nonprofit and nonpartisan, a dependable source of sound thinking on policy and an honest broker of evidence in key education debates. We produce original research and policy analysis and promote outstanding work by the nation’s most respected education analysts.”
<b>Key people</b>	Andrew J. Rotherman and Thomas Toch, Cofounders and Codirectors; Dan Goldhaber, Paul T. Hill, Marguerite Roza, and Steven Wilson, Nonresident Senior Fellows
<b>Funding</b>	Nonprofit; funded by private foundations and donors (for current list, see <a href="http://www.educationsector.org/whoweare/whoweare_show.htm?doc_id=336558">www.educationsector.org/whoweare/whoweare_show.htm?doc_id=336558</a> ).
<b>Research, projects, and/or resources</b>	Teacher quality is one of many educational policy issues covered by the organization. The TQ area of website focuses on teacher contracts and collective bargaining.
<b>The Education Trust</b>	
<b>Full name</b>	The Education Trust
<b>URL</b>	<a href="http://www2.edtrust.org/edtrust">http://www2.edtrust.org/edtrust</a>
<b>Description</b>	“The Education Trust works for the high academic achievement of all students at all levels, prekindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth. Our basic tenet is this—All children will learn at high levels when they are taught to high levels.”
<b>Key people</b>	Kati Haycock, President; Russlynn Ali, Vice President and Executive Director, The Education Trust—West
<b>Funding</b>	Major funding provided by foundations and private donors (for current list, see <a href="http://www2.edtrust.org/edtrust/about+the+ed+trust/major+funders">www2.edtrust.org/edtrust/about+the+ed+trust/major+funders</a> ).
<b>Research, projects, and/or resources</b>	Education Trust engages in advocacy, policy analysis, research, dissemination, and technical assistance focused on raising student achievement and closing achievement gaps between groups.

<b>ETS</b>	
<b>Full name</b>	Educational Testing Service
<b>URL</b>	<a href="http://www.ets.org">http://www.ets.org</a>
<b>Description</b>	“To advance quality and equity in education by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.”
<b>Key people</b>	Kurt Landgraf, President and Chief Executive Officer
<b>Funding</b>	Nonprofit organization funded by tests, products, and services as well as federal and foundation grants.
<b>Research, projects, and/or resources</b>	ETS provides tests, assessment information, research and policy reports, professional development, and other educational products and services.
<b>Holmes Partnership</b>	
<b>Full name</b>	The Holmes Partnership
<b>URL</b>	<a href="http://www.holmespartnership.org">http://www.holmespartnership.org</a>
<b>Description</b>	“A network of universities, schools, community agencies and national professional organizations working in partnership to create high-quality professional development and significant school renewal to improve teaching and learning for all children.”
<b>Key people</b>	Alfonzo Thurman, President
<b>Funding</b>	Funded by member fees; additional research efforts supported by grants from various foundations.
<b>Research, projects, and/or resources</b>	Six goals: high-quality professional preparation; simultaneous renewal; equity, diversity, and cultural competence; scholarly inquiry and programs of research; school- and university-based faculty development; and policy initiation. The Holmes Scholars Program provides “support and mentoring for talented men and women who are underrepresented in leadership positions in professional development schools and institutions of higher education.”
<b>ICSL</b>	
<b>Full name</b>	Interstate Consortium on School Leadership
<b>URL</b>	<a href="http://www.ccsso.org/projects/Interstate_Consortium_on_School_Leadership">http://www.ccsso.org/projects/Interstate_Consortium_on_School_Leadership</a>
<b>Description</b>	“The mission of the Interstate Consortium on School Leadership (ICSL) is to provide leadership, advocacy, and service by creating and supporting collaborative partnerships with state education agencies for the purpose of improving education leadership at all system levels.”
<b>Key people</b>	Nancy M. Sanders, Director
<b>Funding</b>	Members pay a fee to join.
<b>Research, projects, and/or resources</b>	Produces the Interstate School Leadership Licensure Consortium standards as well as the <i>State Policy Framework to Develop Highly Qualified Administrators</i> .

<b>IDRA</b>	
<b>Full Name</b>	Intercultural Development Research Association
<b>URL</b>	<a href="http://www.idra.org">http://www.idra.org</a>
<b>Description</b>	IDRA is an independent, non-profit organization dedicated to strengthening public schools to work for all children, advocating the right of every child to a quality education, and working with people to create self-renewing schools that value and empower all children, families and communities.
<b>Key People</b>	María “Cuca” Robledo Montecel, Executive Director; Roy L. Johnson, Services Director, Support Services; Abelardo Villarreal, Services Director, Division of Professional Development
<b>Funding</b>	Private, non-profit organization.
<b>Research, projects, and/or resources</b>	Provides several forms of assistance, including “technical assistance, teacher professional development, resource materials, innovative mentorship programs for beginning bilingual teachers, and collaborations with universities across the country to improve teacher preparation.”
<b>INTASC</b>	
<b>Full name</b>	Interstate New Teacher Assessment and Support Consortium
<b>URL</b>	<a href="http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium">http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium</a>
<b>Description</b>	“The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of compatible educational policy on teaching among the states; new accountability requirements for teacher preparation programs; new techniques to assess the performance of teachers for licensing and evaluation; and new programs to enhance the professional development of teachers.”
<b>Key people</b>	Kathleen Paliokas, Director; David Paradise, Senior Associate
<b>Funding</b>	Specific funding sources not disclosed.
<b>Research, projects, and/or resources</b>	A project of CCSSO, INTASC is a collaboration of state education agencies and national education organizations designed to improve policies for teacher preparation, assessment, licensing, and professional development. It also houses the Center for Improving Teacher Quality (CTQ).
<b>IRG</b>	
<b>Full name</b>	Instructional Research Group
<b>URL</b>	<a href="http://www.inresg.org">http://www.inresg.org</a>
<b>Description</b>	“IRG conducts rigorous research on instruction and professional development, with a particular focus on improving the quality of instruction to students with disabilities and students who are English language learners.”
<b>Key people</b>	Russell Gersten, Executive Director
<b>Funding</b>	Federally funded by the Institute for Educational Sciences.
<b>Research, projects, and/or resources</b>	Current research projects include evaluations of reading comprehension programs and early mathematics curricula. IRG also develops and evaluates curricula and professional development materials.

<b>Learning Point Associates</b>	
<b>Full name</b>	Learning Point Associates
<b>URL</b>	<a href="http://www.learningpt.org">http://www.learningpt.org</a>
<b>Description</b>	“We deliver the knowledge, strategies, and results to help educators and policymakers make research-based decisions that produce sustained educational improvements.”
<b>Key people</b>	Gina Burkhardt, Chief Executive Officer; Steven Cantrell, Larry Friedman, Sabrina Laine, Ted Stilwill, Robert Stonehill, Chief Program Officers
<b>Funding</b>	Funded by direct client services as well as federal contracts and grants.
<b>Research, projects, and/or resources</b>	Teacher quality resources include data and lesson study workshops, NCLB implementation information and technical assistance, program evaluation, professional development, and research.
<b>Mathematica Policy Research</b>	
<b>Full name</b>	Mathematica Policy Research, Inc.
<b>URL</b>	<a href="http://www.mathematica-mpr.com/education">http://www.mathematica-mpr.com/education</a>
<b>Description</b>	“Mathematica strives to improve public well-being by bringing the highest standards of quality, objectivity, and excellence to bear on the provision of information collection and analysis to our clients.”
<b>Key people</b>	Charles E. Metcalf, Chief Executive Officer
<b>Funding</b>	Nonprofit organization funded by survey, evaluation, and statistical products and services as well as federal and foundation grants.
<b>Research, projects, and/or resources</b>	Current teacher quality projects include an evaluation of the Teach for America program; an investigation into alternative teacher preparation and certification; and an examination of high-intensity teacher induction. Related education topics include reading and math curricula, at-risk youth, and educational technology.
<b>NACCTEP</b>	
<b>Full Name</b>	National Association of Community College Teacher Education Programs
<b>URL</b>	<a href="http://www.nacctep.org">http://www.nacctep.org</a>
<b>Description</b>	The purpose of NACCTEP is “to promote the community college role in the recruitment, preparation, retention, and renewal of diverse Pre K–12 teachers and to advance quality teacher education programs in the community college.”
<b>Key People</b>	Susan S. Wood, President; Virginia M. Carson, President Elect; Maria Harper-Marinick, Ex Officio; Cheri St. Arnauld, Executive Director
<b>Funding</b>	Funded by membership fees, the Amado M. Peña, Jr. Fund (to support a pre-service teacher education student to be on the board and attend the National Conference each year).
<b>Research, projects, and/or resources</b>	Supports institutions and individuals and serves as a voice for community colleges in national discussions about teacher education. Website includes links to resources on community college teacher preparation, alternative certification, recruitment & retention, data collection, education databases, newsletters, policy briefs, and research reports on relevant issues.

<b>NASBE</b>	
<b>Full name</b>	National Association of State Boards of Education
<b>URL</b>	<a href="http://www.nasbe.org">http://www.nasbe.org</a>
<b>Description</b>	NASBE “exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students.”
<b>Key people</b>	W. Bradley Bryant, President; Brenda L. Welburn, Executive Director
<b>Funding</b>	Specific funding sources not disclosed.
<b>Research, projects, and/or resources</b>	Resources include original research reports that provide state and local leaders with policy recommendations, the <i>State Education Standard</i> journal, and an updated resource information binder.
<b>NASDTEC</b>	
<b>Full name</b>	National Association of State Directors of Teacher Education and Certification
<b>URL</b>	<a href="http://www.nasdtec.org">http://www.nasdtec.org</a>
<b>Description</b>	“The National Association of State Directors of Teacher Education and Certification is dedicated to licensing well-prepared, safe and wholesome educators for our nation’s schools.”
<b>Key people</b>	Roy Einreinhofer, Executive Director; Martha Gage, President; Peter Donovan, Incoming President
<b>Funding</b>	Funded by membership fees and corporate sponsorships.
<b>Research, projects, and/or resources</b>	Resources include a knowledge base portal of information about teacher education and certification and a searchable database of professional practice records.
<b>NASDSE</b>	
<b>Full name</b>	National Association of State Directors of Special Education, Inc.
<b>URL</b>	<a href="http://www.nasdse.org">http://www.nasdse.org</a>
<b>Description</b>	“NASDSE operates for the purpose of providing services to state agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities.”
<b>Key people</b>	Bill East, Executive Director; Betsy Laflin, Center for Teacher Quality
<b>Funding</b>	Federally funded by the Office of Special Education Programs.
<b>Research, projects, and/or resources</b>	Current projects address students with disabilities in the juvenile justice system, response to intervention (RTI) strategies, blind and deaf education initiatives, building capacity for special education personnel, special education in charter schools, and teacher quality.

<b>NBPTS</b>	
<b>Full name</b>	National Board for Professional Teaching Standards
<b>URL</b>	<a href="http://www.nbpts.org">http://www.nbpts.org</a>
<b>Description</b>	“The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.”
<b>Key people</b>	Roy E. Barnes, Chair; Rebecca A. Palacios, Vice Chair; Joseph A. Aguerrebere, Jr., President and Chief Executive Officer
<b>Funding</b>	“Since NBPTS’ founding in 1987 through an initial grant from the Carnegie Corporation of New York, corporations and foundations throughout the country have invested in our efforts to advance accomplished teaching.” (For current list, see <a href="http://www.nbpts.org/about_us/nbpts_donors1">www.nbpts.org/about_us/nbpts_donors1</a> .)
<b>Research, projects, and/or resources</b>	In addition to assessing teachers seeking advanced certification and offering resources for new and prospective National Board Certified Teachers (NBCTs), NBPTS provides research and evaluation on the impact of board certification on teacher quality, student achievement, teacher retention, and school culture and leadership.
<b>NCAC</b>	
<b>Full name</b>	National Center for Alternative Certification
<b>URL</b>	<a href="http://www.teach-now.org">http://www.teach-now.org</a>
<b>Description</b>	“National Center for Alternative Certification is a one-stop, comprehensive clearinghouse for information about alternative routes to certification in the United States.”
<b>Key people</b>	C. Emily Feistritzer, President and Chief Executive Officer
<b>Funding</b>	Established with a discretionary grant from the U.S. Department of Education.
<b>Research, projects, and/or resources</b>	NCAC provides research on alternate routes to certification, including various publications, research, and reports on policy trends in teacher certification and licensing.

<b>NCATE</b>	
<b>Full name</b>	National Council for Accreditation of Teacher Education
<b>URL</b>	<a href="http://www.ncate.org">http://www.ncate.org</a>
<b>Description</b>	“Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching, teachers, school specialists, and administrators.”
<b>Key people</b>	Arthur E. Wise, President; Donna M. Gollnick, Senior Vice President
<b>Funding</b>	Funded by member colleges and universities.
<b>Research, projects, and/or resources</b>	“Provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institution, and continuously evaluated.”
<b>NCCTQ</b>	
<b>Full name</b>	National Comprehensive Center for Teacher Quality
<b>URL</b>	<a href="http://www.ncctq.org">http://www.ncctq.org</a>
<b>Description</b>	“NCCTQ was created to serve as the premier national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs.”
<b>Key people</b>	Sabrina Laine, NCCTQ Director; Amy Jackson, Deputy Director; Tricia Coulter, Carol Dwyer, and Dan Reschly, Principal Investigators
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Resources include research syntheses, research and policy briefs, white papers, reports, online research and policy databases, webcasts, conferences, forums, and customized technical assistance. TQsource.org is a searchable database of teacher preparation, recruitment and retention, certification and licensure, and accountability and advancement literature; HQT and Paraprofessional Interactive Database allows users to search and compare states’ progress toward meeting the HQT and HOUSSE targets.
<b>NCEDL</b>	
<b>Full name</b>	National Center for Early Development and Learning
<b>URL</b>	<a href="http://www.fpg.unc.edu/~ncedl">http://www.fpg.unc.edu/~ncedl</a>
<b>Description</b>	“NCEDL focuses on enhancing the cognitive, social, and emotional development of children from birth through age eight.”
<b>Key people</b>	Donna M. Bryant and Dick Clifford, Codirectors; Robert C. Pianta, Codirector, NCEDL transition studies
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Current research projects include a multistate study of PreK and statewide early education programs (SWEEP).

<b>NCEE</b>	
<b>Full name</b>	National Center on Education and the Economy
<b>URL</b>	<a href="http://www.ncee.org">http://www.ncee.org</a>
<b>Description</b>	Gives young people the world-class skills and knowledge they need to compete in a swiftly integrating world economy.
<b>Key people</b>	Marc Tucker, President
<b>Funding</b>	Funded by federal and foundation grants and private donations.
<b>Research, projects, and/or resources</b>	Programs include the following: “New Commission on the Skills of the American Workforce,” which issued <i>Tough Choices or Tough Times</i> , a report calling for the redesign of our nation’s education and training systems, “State Alliance for High Performance,” and the “Workforce Development Program.”
<b>NCEI</b>	
<b>Full name</b>	National Center for Education Information
<b>URL</b>	<a href="http://www.ncei.com">http://www.ncei.com</a>
<b>Description</b>	“Specializes in survey research and data analysis. NCEI, the authoritative national source of information about education and teacher preparation, is a private, nonpartisan research organization in Washington, D.C.”
<b>Key people</b>	C. Emily Feistritzer, President and Founder
<b>Funding</b>	Private, for-profit research organization.
<b>Research, projects, and/or resources</b>	Original survey research focuses on alternative routes to teaching (see <a href="http://www.ncei.com/surveys.html">www.ncei.com/surveys.html</a> ). See also: National Center for Alternative Certification ( <a href="http://www.teach-now.org">www.teach-now.org</a> ).
<b>NCISLA</b>	
<b>Full name</b>	National Center for Improving Student Learning and Achievement in Mathematics and Science
<b>URL</b>	<a href="http://www.wcer.wisc.edu/NCISLA">http://www.wcer.wisc.edu/NCISLA</a>
<b>Description</b>	“Center researchers have worked with teachers and diverse student populations to develop new mathematics and science learning environments and professional development models.”
<b>Key people</b>	Thomas P. Carpenter, Director; Thomas A. Romberg, Former Director
<b>Funding</b>	Federally funded.
<b>Research, projects, and/or resources</b>	Teacher quality-focused aspects of work include investigating professional development and identifying structures that support teacher change.

<b>NCPI</b>	
<b>Full Name</b>	National Center on Performance Incentives
<b>URL</b>	<a href="http://www.performanceincentives.org">http://www.performanceincentives.org</a>
<b>Description</b>	“The mission of NCPI is to conduct independent scientific research on the role of performance incentives in education...to advance the extant body of scholarly and practical knowledge by examining and informing local, state, and national education policy and practice” and to develop “a better understanding of the design, implementation, effects, and implications of performance incentives in education.”
<b>Key People</b>	James W. Guthrie, Executive Director; Matthew G. Springer, Director
<b>Funding</b>	Funded through a research and development grant from the U.S. Department of Education’s Institute of Education Sciences.
<b>Research, projects, and/or resources</b>	Conducts research to determine the impact of performance incentives on student achievement, teacher behavior, organizational dynamics, unintended consequences, and cost-effectiveness. Provides state-by-state information on national, state, and local performance incentive programs, hosts a national conference on performance-related pay, provides related publications, and has partnered with local schools and education organizations through field trials in public schools.
<b>NCSALL</b>	
<b>Full name</b>	National Center for the Study of Adult Learning and Literacy
<b>URL</b>	<a href="http://www.ncsall.net">http://www.ncsall.net</a>
<b>Description</b>	“NCSALL’s efforts are dedicated to improving practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma.”
<b>Key people</b>	John Comings, Director; Cristine Smith, Deputy Director; Richard Murnane Senior Researcher
<b>Funding</b>	Federally funded; but funding concluded on March 31, 2007.
<b>Research, projects, and/or resources</b>	Publications include periodicals, reports, briefs, white papers, teaching and training materials, and videos for adult education professionals.

<b>NCTAF</b>	
<b>Full name</b>	National Commission on Teaching and America’s Future
<b>URL</b>	<a href="http://www.nctaf.org">http://www.nctaf.org</a>
<b>Description</b>	“The National Commission on Teaching and America’s Future is a nonprofit organization dedicated to providing every child with competent, caring, qualified teachers in schools organized for success.”
<b>Key people</b>	Richard W. Riley and Ted Sanders, Cochairs of Board of Directors; Tom Carroll, President; Linda Darling-Hammond, Board of Directors
<b>Funding</b>	Funded by grants from various foundations.
<b>Research, projects, and/or resources</b>	Strategies to reach the goal of improving teacher retention by 50 percent include creating professional communities of teachers focused on research-based instructional strategies, improving teacher preparation, and promoting professional careers that are rewarding and include mentored induction and recognition for accomplished teaching.
<b>NCTE</b>	
<b>Full Name</b>	National Council of Teachers of English
<b>URL</b>	<a href="http://www.ncte.org">http://www.ncte.org</a>
<b>Description</b>	NCTE works “to advance teaching, research, and student achievement in English language arts at all scholastic levels” by providing information and research on education issues, new trends in teaching, grant opportunities, professional development, and classroom resources.
<b>Key People</b>	Kent Williamson, Executive Director
<b>Funding</b>	Funded through membership fees, private donations.
<b>Research, projects, and/or resources</b>	Provides educational and professional development resources in print and online; members receive subscriptions to books, articles, newspaper and newsletter. Provides professional development specialists and consultants for schools, and offers a range of special programs to reach out to underserved communities, to celebrate multicultural literature, to advance knowledge about critical education issues, to better prepare teachers for success in the classroom, and to safeguard intellectual freedom.
<b>NCTM</b>	
<b>Full Name</b>	National Council of Teachers of Mathematics
<b>URL</b>	<a href="http://www.nctm.org">http://www.nctm.org</a>
<b>Description</b>	NCTM “is a public voice of mathematics education, providing vision, leadership and professional development to support teachers in ensuring equitable mathematics learning of the highest quality for all students.”
<b>Key People</b>	Francis (Skip) Fennell, President; Henry S. Kepner, Jr., President-Elect; James M. Rubillo, Executive Director
<b>Funding</b>	Funded through membership fees, publications, conferences.
<b>Research, projects, and/or resources</b>	Provides information and resources on education issues, research, advocacy, math teaching techniques, and professional development resources and online workshops.

<b>NCTQ</b>	
<b>Full name</b>	National Council on Teacher Quality
<b>URL</b>	<a href="http://www.nctq.org/nctq/index.jsp">http://www.nctq.org/nctq/index.jsp</a>
<b>Description</b>	“The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state, and local levels in order to increase the number of effective teachers.”
<b>Key people</b>	Kate Walsh, President; Eric A. Hanushek, Ronald F. Ferguson, Paul T. Hill, and E. D. Hirsch, Advisory Board
<b>Funding</b>	The council receives funding from various foundations. Current funders are listed on the website (see <a href="http://www.nctq.org/nctq/about/our_funders.html">www.nctq.org/nctq/about/our_funders.html</a> ).
<b>Research, projects, and/or resources</b>	<i>State Teacher Policy Yearbook 2007</i> includes an interactive map of states’ teacher quality achievements in six NCLB areas. Teacher Rules, Roles, and Rights is an online database with information about teacher collective bargaining, contracts, salaries, and hiring practices from which users can generate customized reports.
<b>NDTAC</b>	
<b>Full name</b>	The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk
<b>URL</b>	<a href="http://www.neglected-delinquent.org/nd/default.asp">http://www.neglected-delinquent.org/nd/default.asp</a>
<b>Description</b>	NDTAC’s goals include improving educational programming for neglected and delinquent youth by developing a uniform evaluation model for State Education Agencies (SEAs); providing technical assistance to states to increase their data capacity; and facilitating between organizations, agencies, and interest groups that work with youth in neglected and delinquent facilities.
<b>Key people</b>	Tarek Anandan, Codirector; David Osher, Principal Investigator
<b>Funding</b>	Funded by U.S. Department of Education contract.
<b>Research, projects, and/or resources</b>	Teacher Quality and Professional Development includes <i>Self-Study Toolkit: Highly Qualified Teachers</i> and a link to Education Commission of the State’s interactive High, Objective, Uniform State Standard of Evaluation (HOUSSE) database. There also is information on strategies, models, and innovations; legal requirements and legislation; tools, events, and presentations; professional development resources; and further reading.  A separate area of NDTAC’s website is dedicated to Special Education.

<b>NEA</b>	
<b>Full name</b>	National Education Association
<b>URL</b>	<a href="http://www.nea.org/teacherquality/index.html">http://www.nea.org/teacherquality/index.html</a>
<b>Description</b>	“Since the NEA’s establishment in 1857, strengthening the quality of classroom teaching has been at the center of its organizational mission.”
<b>Key people</b>	Reg Weaver, President
<b>Funding</b>	Teachers’ union funded by teachers, for teachers and their students.
<b>Research, projects, and/or resources</b>	Approaches teacher quality from pipeline defined as teacher preparation → beginning teachers → experienced teachers. Recent research and policy analysis concerns teacher recruitment and teacher effectiveness.
<b>NGA Center for Best Practices</b>	
<b>Full name</b>	National Governors Association Center for Best Practices
<b>URL</b>	<a href="http://www.nga.org/portal/site/nga/menuitem.50aeae5ff70b817ae8ebb856a11010a0/">http://www.nga.org/portal/site/nga/menuitem.50aeae5ff70b817ae8ebb856a11010a0/</a>
<b>Description</b>	“The NGA Center for Best Practices ... mission is to develop and implement innovative solutions to public policy challenges.”
<b>Key people</b>	Dane Linn, Division Director; Bridget Curran, Program Director (Teacher Quality, Graduation Rates, Compensation)
<b>Funding</b>	Varies by project and organizational division; predominantly funded by foundations and donors.
<b>Research, projects, and/or resources</b>	Current teacher quality projects address policy initiatives to improve teacher preparation and long-term teacher recruitment and retention policy.
<b>NRC/GT</b>	
<b>Full name</b>	The National Research Center on the Gifted and Talented
<b>URL</b>	<a href="http://www.gifted.uconn.edu/nrcgt.html">http://www.gifted.uconn.edu/nrcgt.html</a>
<b>Description</b>	“The mission of The National Research Center on the Gifted and Talented is to plan and conduct a program of high-quality research that is theory-driven, problem-based, practice-relevant, and consumer-oriented. Our mission includes a broad based dissemination function that targets practitioners, parents, and policy makers as well as other researchers.”
<b>Key people</b>	Joseph Renzulli, Carol Tomlinson, and Robert Sternberg , Researchers
<b>Funding</b>	Federally funded by the Jacob K. Javits Gifted and Talented Students Education Act.
<b>Research, projects, and/or resources</b>	Current research questions related to teacher quality include the following: “To what extent can teachers modify reading practices for above average reading students in regular classroom settings?” “What is the degree of consistency between teachers’ philosophies about giftedness and classroom practices?” “What is the impact of differentiation of curriculum and instruction on students?” and “What are the effects of state testing on schools and teachers?”

<b>NSDC</b>	
<b>Full name</b>	National Staff Development Council
<b>URL</b>	<a href="http://www.nsd.org">http://www.nsd.org</a>
<b>Description</b>	“NSDC’s purpose is ensuring that every educator engages in effective professional learning every day so every student achieves.”
<b>Key people</b>	Stephanie Hirsh, Executive Director; Hayes Mizell, Distinguished Senior Fellow
<b>Funding</b>	Funded by membership dues and fees for services as well as sponsorship by various companies and organizations.
<b>Research, projects, and/or resources</b>	Current projects include improving school performance; identifying and sharing exemplary behaviors and practices; organizing an NCLB task force; collaborating to define high-quality online professional development; identifying effective K–12 literacy staff development; and a one-year, school-based staff developer program.
<b>The Personnel Center</b>	
<b>Full Name</b>	National Center for Special Education Personnel and Related Service Providers
<b>URL</b>	<a href="http://www.personnelcenter.org">http://www.personnelcenter.org</a>
<b>Description</b>	The Personnel Center works “to increase the nation’s capacity to recruit, prepare and retain diverse highly qualified special educators, early intervention and related service providers.”
<b>Key People</b>	Phoebe Gillespie, Project Director
<b>Funding</b>	Funded by the U.S. Department of Education's Office of Special Education Programs through a Cooperative Agreement with the National Association of State Directors of Special Education.
<b>Research, projects, and/or resources</b>	Is conducting a national recruitment campaign to attract a diverse pool of candidates interested in special education; also provides information to state and local education organizations on successful recruitment, preparation and retention strategies for increasing the quantity and quality of practicing special education professionals.

<b>The Project on the Next Generation of Teachers</b>	
<b>Full Name</b>	The Project on the Next Generation of Teachers
<b>URL</b>	<a href="http://www.gse.harvard.edu/~ngt">http://www.gse.harvard.edu/~ngt</a>
<b>Description</b>	The Project on the Next Generation of Teachers at the Harvard Graduate School of Education is a multi-year research project addressing critical questions regarding the future of our nation’s teaching force. The Project examines issues related to attracting, supporting, and retaining quality teachers in U.S. public schools.
<b>Key People</b>	Susan Moore Johnson, Project Director
<b>Funding</b>	Has received funding from the Spencer Foundation, the Russell Sage Foundation, the William and Flora Hewlett Foundation, and the NRTA Educator Support Network.
<b>Research, projects, and/or resources</b>	Conducts longitudinal research on: Career Patterns and Decisions, Alternative Certification, Hiring, Professional Culture, Curriculum, Pay and Incentives, The Second Stage of Teaching, Teachers Unions, and National Board Certified Teachers.
<b>The Rural School and Community Trust</b>	
<b>Full name</b>	The Rural School and Community Trust
<b>URL</b>	<a href="http://ruraledu.org">http://ruraledu.org</a>
<b>Description</b>	The Rural School and Community Trust addresses “the crucial relationship between good schools and thriving communities. Our mission is to help rural schools and communities get better together.”
<b>Key people</b>	Rachel B. Tompkins, President; Paul Martinez, Chair, Board of Trustees
<b>Funding</b>	Funded by individual, corporate, and foundation donors (for current list, see <a href="http://www.ruraledu.org/site/c.beJMIZOCIrH/b.497231/k.D253/About_Us.htm">www.ruraledu.org/site/c.beJMIZOCIrH/b.497231/k.D253/About_Us.htm</a> ).
<b>Research, projects, and/or resources</b>	The Rural Trust provides research, training, networking, technical assistance, mentoring, publications, and other materials to increase the capacity of rural schools, teachers, young people, and communities to develop and implement high-quality, place-based education.

<b>TEAC</b>	
<b>Full name</b>	Teacher Education Accreditation Council
<b>URL</b>	<a href="http://www.teac.org">http://www.teac.org</a>
<b>Description</b>	“A nonprofit organization dedicated to improving academic degree programs for professional educators, those who will teach and lead in schools, pre–K through Grade 12. TEAC’s goal is to support the preparation of competent, caring, and qualified professional educators.”
<b>Key people</b>	Frank Murray, President; Diana Rigden, Vice President
<b>Funding</b>	Dues and member fees support TEAC’s work. TEAC also has received funding from private donors and foundations.
<b>Research, projects, and/or resources</b>	TEAC hosts meetings and workshops. Links to other education organizations and resources are provided at TEAC’s website.
<b>TFA</b>	
<b>Full Name</b>	Teach for America
<b>URL</b>	<a href="http://www.teachforamerica.org">http://www.teachforamerica.org</a>
<b>Description</b>	TFA’s mission is “to enlist our nation’s most promising future leaders in the movement to eliminate educational inequality ... We accomplish this by building a diverse, highly selective national corps of outstanding recent college graduates...who commit two years to teach in urban and rural public schools in our nation’s lowest-income communities and become lifelong leaders for expanding educational opportunity.”
<b>Key People</b>	Wendy Kopp, Chief Executive Officer and Founder; Matthew Kramer, President and Chief Program Officer
<b>Funding</b>	Funded through private contributions from corporations, foundations, and individuals as well as public funds from the federal government.
<b>Research, projects, and/or resources</b>	Provides training and professional development to corps members who commit to teach in at-risk schools; has recently launched an early childhood education initiative and a math and science initiative to help address some of the most critical needs in education; participates in several studies on the impact of TFA on students and schools.
<b>TNE</b>	
<b>Full Name</b>	Teachers for a New Era
<b>URL</b>	<a href="http://www.teachersforanewera.org">http://www.teachersforanewera.org</a>
<b>Description</b>	TNE is “a landmark initiative designed to strengthen K–12 teaching by developing state-of-the-art programs at schools of education.”
<b>Key People</b>	Vartan Gregorian, President, Carnegie Corporation of New York; Daniel Fallon, Program Director, Higher Education, Carnegie Corporation
<b>Funding</b>	Funding comes from the Carnegie Corporation of New York, the Annenberg Foundation, and the Ford Foundation.
<b>Research, projects, and/or resources</b>	Works with selected higher education institutions to stimulate the construction of excellent teacher education programs. TNE Newsletters and web pages contain articles, reports, and information on TNE activities at participating institutions, observations of scholars, policymakers, and practitioners working in the field, and analytical perspectives on TNE progress.

<b>TPR</b>	
<b>Full name</b>	Teacher Policy Research
<b>URL</b>	<a href="http://www.teacherpolicyresearch.org">http://www.teacherpolicyresearch.org</a>
<b>Description</b>	“Teacher Policy Research (TPR) is a research partnership between the University at Albany and Stanford University that examines the behavior of teachers and administrators with the goal of developing policies that will both attract and retain high-quality teachers and leaders, especially in low-performing schools.”
<b>Key people</b>	Don Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff, Principal Investigators; Cochran-Smith, Cohen, Ehrenberg, Floden, and Murnane, Members of the TPR Advisory Panel
<b>Funding</b>	TPR has received federal and state funding as well as grants from foundations and private donors.
<b>Research, projects, and/or resources</b>	The Teacher Pathways Project is the team’s central research project. Research papers and policy briefs on teacher preparation, distribution, and retention, as well as on student achievement gains are provided.
<b>TQR</b>	
<b>Full name</b>	Teacher Quality Resources
<b>URL</b>	<a href="http://www.teacherqualityresources.com">http://www.teacherqualityresources.com</a>
<b>Description</b>	“Teacher Quality Resources is a company comprised of educators and researchers who unify various facets associated with teacher quality from hiring to evaluation protocols.”
<b>Key people</b>	Leslie W. Grant, Jennifer L. Hindman, and James H. Stronge, Consultants
<b>Funding</b>	Private, for-profit company.
<b>Research, projects, and/or resources</b>	The company publishes <i>Teacher Quality Digest</i> ; conducts workshops on teacher selection, evaluation, classroom assessment, and mentoring; and consults on these topics and others.

<b>VARC</b>	
<b>Full Name</b>	Value-Added Research Center
<b>URL</b>	<a href="http://varc.wceruw.org">http://varc.wceruw.org</a>
<b>Description</b>	Part of the Center for Education Research at the School of Education, University of Wisconsin–Madison, VARC “is dedicated to developing, applying, and disseminating value-added and longitudinal research methods for the purpose of evaluating the performance and effectiveness of schools and teachers, and educational programs and policies.”
<b>Key People</b>	Rob Meyer, Center Director
<b>Funding</b>	Funded by grants from sources such as U.S. Department of Education IES/NCES, NSF, and the Joyce Foundation.
<b>Research, projects, and/or resources</b>	Home to multiple on-going research projects in the areas of Value-Added Systems & Accountability, Evaluation Research, Data Use & Data Structures, Policy, Resources & Practices Research, Human Resources Management, and Value-Added Networks. Works to develop and disseminate value-added tools and techniques tailored to the realities of district and state data and information systems. Partners with and supports state education agencies, local school districts and organizations in researching, implementing, and evaluating projects in these areas.
<b>WWC</b>	
<b>Full name</b>	What Works Clearinghouse
<b>URL</b>	<a href="http://www.w-w-c.org">www.w-w-c.org</a>
<b>Description</b>	The What Works Clearinghouse provides “educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.”
<b>Key people</b>	Jill Constantine, Mark Dynarski, Russell Gersten, Ellen Kisker, Alice Klein, Chris Lonigan, David Osher, and Gary Ritter, Principal Investigators
<b>Funding</b>	Federally funded initiative of the Institute of Education Sciences.
<b>Research, projects, and/or resources</b>	Resources include user-friendly databases and reports that rigorously review the effectiveness of educational programs, products, practices, and policies designed to improve student outcomes.

*Note:* All quoted materials are taken from organizations’ websites.