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Paper Finds Link Between Student-Teaching Experiences and Effectiveness

An analysis of six teacher education programs in Washington finds that teachers who taught in schools with lower teacher turnover are less likely to leave the state's teaching workforce. Teachers were also more effective when working at a school with student body demographics similar to their student-teaching school.

Zambia's Grant Program Gives Women Limited Empowerment

Zambian women who received an unconditional government cash transfer reported some increase in their overall sense of well-being and control of household finances, but deeply rooted gender norms limited the positive impacts on women's empowerment. This and other findings come from an evaluation of the program, which targets high-poverty rural households with young children.

Supporting Social Emotional Development After School

AIR researchers produced a series of briefs and tools focused on how after-school programs can support social and emotional learning. The series looks at different aspects of social and emotional development and shares ways practitioners can use this research to inform their work.



Common Core and NAEP Alignment

The National Assessment of Educational Progress is a longtime barometer of the nation's academic achievement. [Fran Stancavage](#) describes both the relationship between NAEP and the Common Core State Standards and the challenges of measuring academic progress as instruction changes.

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Event: Join CALDER at AIR for a day of discussion on education research.

Source: *Labor Market Experiences After Postsecondary Education* (2016)

Video: At a recent gathering with the [Education Policy Center at AIR](#), experts explore California's teacher shortage and remedies.

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