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**WHAT ROLE DO TEACHERS PLAY IN AMERICA'S EDUCATIONAL CRISIS?
RESEARCH PUBLISHED BY SAGE IN SPECIAL ISSUE OF *PUBLIC FINANCE REVIEW***

Los Angeles, London, New Delhi, and Singapore – (January 18, 2007) When we hear studies asserting that American students rank near the bottom of all students from the world's economically-advanced nations in math and science, questions inevitably arise. Is that true? Who or what should get the blame for that and what do we do about it?

A special issue of *Public Finance Review*, published by SAGE, examines those questions, addressing one critical dimension of the debates about educational quality and equity, namely, the role of teachers, focusing especially on the hiring and retention of qualified teachers – even in disadvantaged districts. The articles included in the issue explore such concerns as:

- Whether teachers certified in the subject produce higher test scores in their students
- The effectiveness of teacher recruitment practices
- How the No Child Left Behind testing mandate affects teacher turnover
- The special challenges of districts with many disadvantaged students
- The extent to which salaries affect teacher attrition

Publishing these articles in a special issue of *Public Finance Review* is the end result of papers presented at "The Teacher Quality and Teacher Retention Conference," held at the Maxwell School at Syracuse University in May 2005. "Like the conference where we first heard the research presented," commented James Alm, journal editor, "this special issue represents an important addition to the policy discussion on how to improve education in the United States."

The current issue of *Public Finance Review* is available at no charge for a limited time at <http://pfr.sagepub.com/content/vol36/issue1/>.

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