**This month’s questionable teacher policy report: Richwine and Biggs (2011). Teacher Pay: Assessing the Compensation of Public School Teachers Report by the *American Enterprise Institute* and the *Heritage Foundation* [www.aei.org/topic/teacher-pay/](http://www.aei.org/topic/teacher-pay/)**

This report makes the extraordinary claim that teachers are overpaid; public school teachers more so than private teachers such that *“…public-school teacher salaries are comparable to those paid to similarly skilled private sector workers, but that more generous fringe benefits for public-school teachers, including greater job security, make total compensation 52 percent greater than fair market levels, equivalent to more than $120 billion overcharged to taxpayers each year. Teacher compensation could therefore be reduced with only minor effects on recruitment and retention. Alternatively, teachers who are more effective at raising student achievement might be hired at comparable cost.”*  This report undertakes a number of questionable analyses, including claiming a comparison “of teacher to other college graduate IQ” where SAT is used in lieu of IQ (later Armed Forces Qualification Test is also used as a proxy for IQ). Unsurprisingly, this particular report does not meet academic scholarship standards, mainly citing secondary and tertiary sources such as newspaper articles. A highly questionable and intentionally controversial document (“hit piece” comes to mind), coming to a media outlet near you. Two reports partially addressing these issues in a genuinely scholarly approach were discussed in last month’s *WebSights* column.

*Submitted by Paul Hickman, Past PhysTec project advisor.*

***Learning About Teaching Physics* audio podcasts by Michael Fuchs and Stephanie Chasteen from perusersguide.org/podcasts/**

A series of audio podcasts investigating research literature-based instructional methods and innovations for classroom use. Hopefully we will see many more of these.