SHifting Roles
Beyond Classroom Walls: Developing Innovative Work Roles for Teachers
Center for American Progress, April 2011

A small charter school network in California and a large school district in Virginia serve as case studies for this report on alternative approaches to school staffing that provide more flexible work roles and advancement opportunities for highly effective teachers. The authors interview teachers and staff, review data on results, and discuss the challenges in design, systems, and policy that such changes bring. The report concludes with lessons for national and local leaders.

www.americanprogress.org/issues/2011/04/staffing_models.html

How The U.S. Stacks Up
Standing on the Shoulders of Giants: An American Agenda for Education Reform
National Center on Education and the Economy, May 2011

This report ponders what U.S. education policy might look like if it was based on the experiences of higher-performing countries: Canada, China, Finland, Japan, and Singapore. The author compares strategies driving policy agendas in those countries with the U.S. and finds little common ground. Recommended actions include providing a one-year induction period for new teachers; constructing multiple career pathways; identifying teachers ready for advancement; and exploring ways to increase class size and student performance at the same time.

http://goo.gl/PRQi1

Early Childhood Policy
Georgetown University Center on Health and Education, February 2011

In December 2009, a national summit convened to identify emerging and critical gaps in knowledge and to present research on — and policy opportunities for — effective professional development for early childhood educators. The summit, which was supported by scientists, practitioners, and policymakers, assessed the current status of professional development research and practice, and set an agenda for future policy initiatives to move this work forward.

www2.ed.gov/programs/eceducator/forging.pdf

Gen Y Teachers
Workplaces That Support High-Performing Teaching and Learning: Insights From Generation Y Teachers
American Federation of Teachers and American Institutes for Research, April 2011

Generation Y public school teachers — those born between 1977 and 1995 — represent an increasingly large proportion of the teaching workforce. The AFT partnered with the Ford Foundation and American Institutes for Research to conduct a study of the workplace needs of Gen Y teachers. Through an analytic review of 11 existing, nationally representative teacher surveys, seven scenario-based focus groups with Gen Y teachers around the country, and three case studies of local AFT affiliates, researchers identified five key insights that together can transform schools into high-performing workplaces. Among the insights are the importance of supporting peer learning and shared practice and the need to give teachers regular feedback on their effectiveness.

www.aft.org/pdfs/teachers/genyreport0411.pdf
TECHNOLOGY’S IMPACT
The Changing Face of Professional Development
Phi Delta Kappa International, May/June 2011

Learning Forward Deputy Executive Director Joellen Killion weighs technology’s effects on professional learning in this EDge magazine report available to PDK members only. While technology has potential to produce significant results, Killion stresses it must be designed appropriately, meet stringent standards for effective professional learning, and meet the identified needs of learners, with a focus on changing practice and improving student achievement.

www.pdkmembers.org/members_online/members/orders.asp?action=view_item&pg=21&%20t=A&%20lname_1=schmoker&id=83770&af=PDK

MINORITY MALE ACHIEVEMENT
The Educational Experience of Young Men of Color
College Board Advocacy & Policy Center, 2011

This report synthesizes the available literature, data, and case studies relating to minority male achievement in order to identify factors that contribute either to the persistence or to the attrition of young men of color from high school to higher education. Recommended actions include increasing community, business, and school partnerships to provide mentoring and support, improving teacher education programs, and providing professional development that includes cultural- and gender-responsiveness training.


WATCH AND BE INSPIRED
The Teaching Channel

The Teaching Channel is a video showcase on the Internet and TV of effective teaching practices in America’s schools. The nonprofit’s mission is to capture expert teachers’ techniques on video so that all teachers have a source for inspiration. The website offers tools to take notes, trade ideas, and build a personal workspace, as well as discussion guidelines and submission policy. Videos are sorted by subjects, grades, and topics; teacher videos are sorted by grades, subjects, and roles.

www.teachingchannel.org

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